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EVALUATION OF FAMILY SERVICE PROGRAM. HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION, CLINTON COUNTY, NEW YORK. EXTENSION STUDY, 15.

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A STUDY OF THE FAMILY SERVICE PROGRAM OF THE CLINTON COUNTY, NEW YORK, DIVISION OF HOME ECONOMICS WAS MADE IN 1966 TO DETERMINE THE SOCIOECONOMIC CHARACTERISTICS OF STUDY GROUP PARTICIPANTS AND OF FAMILY SERVICE AIDES SERVING AS THEIR TEACHERS, AND TO EVALUATE THE EFFECTS OF INSTRUCTION ON THE PARTICIPANTS. DATA WERE OBTAINED LARGELY FROM INTERVIEWS WITH AIDES AND PARTICIPANTS AND FROM PRETESTING AND POSTTESTING OF KNOWLEDGE, REPORTS BY AIDS, AND THE FILES OF THE HOME ECONOMICS DIVISION AND THE COMMUNITY ACTION AGENCY. THE AIDES AS A GROUP RANKED ABOVE THE PARTICIPANTS IN TERMS OF FORMAL EDUCATION, HUSBAND'S OCCUPATION, NET FAMILY INCOME, AND ORGANIZATIONAL PARTICIPATION, BUT BELOW THE COUNTY AVERAGE IN TERMS OF INCOME. COMPARED TO THE OVERALL COUNTY POPULATION, THE STUDY GROUP PARTICIPANTS RANKED LOWER ON EDUCATION, HUSBAND'S OCCUPATION, AND NET FAMILY INCOME. AMONG THE MAJOR IMPLICATIONS OF THE FINDINGS ON THE PROGRAM ARE THAT LOCAL WOMEN CAN BE RECRUITED AND EFFECTIVELY TRAINED AS AIDES IN HOME ECONOMICS EDUCATION, MEMBERS OF THE STUDY GROUPS WILL SIGNIFICANTLY INCREASE THEIR KNOWLEDGE AND WILL USE IT, AND EXISTING MEANS OF STUDENT RECRUITMENT ARE REACHING THEIR INTENDED AUDIENCE. (APPENDIXES INCLUDE TESTS, INTERVIEW SCHEDULES, AND LESSON REPORT FORMS. THERE ARE 20 TABLES.) (LY)

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Evaluation of Family Service Program

Home Economics Division of Cooperative Extension

Clinton County, New York

by

Frank D. Alexander

Extension Study No. 15

Office of Extension Studies
New York State Colleges of Agriculture and Home Economics
Statutory Colleges of the State University
at Cornell University
Ithaca, New York

September, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION OF FAMILY SERVICE PROGRAM HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION CLINTON COUNTY, NEW YORK

by

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PREFACE

This study is the first attempt by the Office of Extension Studies to evaluate an Extension Home Economics educational program designed for the disadvantaged. The management of a study for a program that is in its early stages of development is difficult. That it has been at all successful is the result of the very conscientious cooperation of the home economics agents in Clinton County.

In a study of this kind involving many people with diverse backgrounds and training it is not always possible to secure accurate information, and the measurement of the learning of participants is difficult to control. It is hoped, however, that the facts presented in the report are reasonably reliable and valid.

Despite the difficulties which studies of this type encounter in research operations, it is imperative that continuous efforts be made to ascertain who are the people being reached by the programs and what progress in learning they are making. The results of these efforts can most certainly be used to guide planning in a field in which so little is known regarding effective methods. Moreover, the very research itself, if properly integrated with the teaching as was attempted in this study, should raise the level of teaching.

The Family Service Aides who taught the classes and did the testing and interviewing of the participants deserve commendation for their willingness to undertake tasks that were new to them but which they performed with cheerfulness. Perhaps an unmeasured product of the study has been their learning of certain elementary research techniques and the improvement of their teaching through the use of testing procedures.

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EVALUATION OF FAMILY SERVICE PROGRAM
HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION
CLINTON COUNTY, NEW YORK

Summary of Findings

I. Introduction

The Family Service Program of the Clinton County Division of Home Economics of the New York Cooperative Extension is part of the Clinton County Rural Community Action Program. In the fall of 1966 the Office of Extension Studies in cooperation with the Clinton County Division of Home Economics initiated a study to evaluate the Division's Family Service Program. The evaluation was designed primarily to study the third cycle of lessons of the program. This cycle was started around the first of November, 1966. The purposes of the study were: 1) to ascertain and describe the socio-economic characteristics of the study-group participants and Family Service Aides who served as teachers in the third lesson series of the program and 2) to measure the effects of the teaching on those participating in the study groups. The testing that was used to provide measurement data for attaining the second objective was also expected to give direction and concreteness to the teaching. The data for the study were obtained principally from interviews with the Family Service Aides, the participants, from knowledge tests administered to both groups, from reports of the Family Service Aides, and from records in the files of the Home Economics Division and of the Community Action Agency.

II. Characteristics of the Participants

A. Place of residence

1. The 71 participants on whom information was obtained lived in eight of the county's 14 townships.[1] Almost one third (32 percent) of the 71 lived in the Clinton Township and another 17 percent in the Champlain Township.
2. Seventy percent of the 70 participants reporting lived in rural nonfarm places.

B. Ownership of dwelling

1. Sixty-eight percent of the 68 participants reporting lived in dwellings owned by their families.

C. Age

The mean age of the 71 participants was 38.5. Just slightly less than one third (31.1 percent) were under 30.

D. Schooling and other training

1. The median number of years of school completed by the 70 participants reporting was 9.2. Fifteen percent had completed less than eight years. Five had gone to college from one to three years. The median number of years of school completed by the husbands of the participants was 8.0.
2. Twenty-six percent of the 70 reporting had received some kind of special training in addition to that received in public schools or colleges. Of the 60 women who had husbands and who reported, 25 percent indicated their husbands had received

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[1] One of the 71 women who was counted in the Plattsburgh Township lived in the City of Plattsburgh which is located in the Plattsburgh Township.

special training in addition to that received in public schools or colleges.

E. Family and household composition

1. Of the 71 respondents 61, or 86 percent were married and living with their husbands.
2. The mean size of family of the 71 women was 5.0 persons.
3. The mean size of households of the 71 women was 5.5 persons.

F. Employment of participants and their husbands

1. Of the 70 women reporting 27 percent were employed part- or full-time.
2. Of the 59 women who had husbands and who reported, 24 percent indicated their husbands were unemployed. Laborers, farmers, operatives, and craftsmen or foremen constituted the principal occupational groups to which the husbands belonged.

G. Mobility

1. Since marriage the average woman (N = 60) had made about one move every three years or three tenths of a move per year. However, there was considerable difference within the group of women. Those who had been married for a few years had moved more frequently than had those who were married for a number of years.

H. Net income of family

1. The median estimated 1966 income for the 61 families reporting was $4,023. Twenty-four percent of the families had incomes under $2,500.

I. Formal participation score

1. This score is the sum of the number of organizations to which one belongs plus three for each office held.

The mean score for the 66 women reporting on this item was 1.1. Forty-three percent of the women belonged to no organization.

2. Of those belonging to organizations, the largest number belonged to the church.

III. Evaluation of Teaching

A. General reaction of participants to study groups

1. Ninety-four percent of the 67 women giving information indicated they looked forward to the class meetings. It should be remembered, however, that they were interviewed by the Family Service Aide who taught them.
2. Learning and sociability were the most frequent reasons given for looking forward to the classes.

B. Rating of lessons

1. The percentages of women (attending and rating) who rated the lessons very helpful ranged from 63 to 84 for the seven home economics lessons.[1]
2. Money Saving Meals, Penny Snitchers, and Storage Secrets were ranked very helpful by 84, 83, and 82 percent respectively of the participants.
3. The mean percent rating score for all lessons attended, both home economics and resource, was 86, a rather high score.[2]

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[1] Attendance on the seven home economics lessons which constituted the series ranged from 46 to 73 percent of the participants reporting.

[2] The rating score was obtained by calculating for each interviewee a percent score which was the sum of her ratings for lessons attended divided by the maximum score for these lessons (2 x the lessons attended and rated) and multiplied by 100. The ratings used were: very helpful = 2, some help = 1, and not at all helpful = 0.

4. The women who attended the resource lessons (lessons in addition to the seven home economics lessons) dealing with community resources and other topics generally considered them very helpful.

C. Utilization of knowledge

1. For six of the seven home economics lessons 50 percent or more of the women claimed they had used some idea gotten from the lessons.
2. The lesson on Money Saving Meals was in first position with 68 percent indicating they had used some idea gotten from the lesson.

D. Reactions to publications

1. The percent of women who could not recall having received the 18 publications (bulletins, leaflets, and mimeographs) that were to be made available to them ranged from 61 to 28. The seven publications which had the smaller percentages (from 28 to 37 percent) of the women who could not recall receiving were the ones which would appear to have an important bearing on their needs.[1]
2. For 13 of the 18 publications over two thirds of the participants who recalled receiving them said they had read the entire publication.
3. The women who had read all, part, or glanced through the 18 publications were able in a good number of instances to state specific and important ideas remembered.

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[1] It is possible that the percentages of women who could not recall receiving publications may reflect in part poor distribution arising from irregular attendance or failure to be made aware of the publications because of irregular attendance.

E. Pre- and post-testing of knowledge of participants

1. For the participants who took both pre- and post-tests, whether the total test scores (N = 32) are considered or only the scores for lessons attended (N = 31), the gain in mean percent score from the pre- to post-test was significant at less than .05.
2. Of the 76 items in the test significant gains in correct answers were made for 14 items, for 30 items there was no gain, or a gain or a loss of one, and for the remaining 32 items the gains or losses were more than one.
3. Eighty percent or more of the participants gave correct answers for 31 of the test items on the pre-test.

IV. Family Service Aides

A. Fifteen Family Service Aides taught for all or part of the period with which the evaluation deals. There were 18 Aides employed when the study started but three resigned without conducting classes in the evaluation series.

B. Comparative characteristics of Family Service Aides, participants, and similar elements of the county population

1. Place of residence: Aides and participants were predominantly rural nonfarm residents with little difference between them, but both were more rural nonfarm than the total county population.
2. Tenure: A good majority of Aides and participants were from owner households with little difference between, but owner households were relatively more frequent than they were in the county's total population and little different

from their relative frequency in the county's rural population.

3. Age: There were no important differences in average age between Aides, participants, and the county's rural and total population of females 15 years of age and over.
4. Years of school completed: The average (median) number of years of schooling completed by the Aides was slightly above that for total females 25 years of age and over, but the participants were below this average. The husbands of the participants had an average below that of males 25 and over in the county's total population.
5. Marital status: Aides and participants were similar in marital status but both had considerably higher percentages of married females 14 years of age and over than the county's rural and total population.[1]
6. Family and household size: The average size of both the families and the households of the Aides was slightly larger than those of the participants, but the household averages for both were somewhat above those for the county's rural and total population.
7. Employment of husbands: The husbands of Aides and males 14 years of age and over in both the county's total and rural labor force resembled each other somewhat in occupation with the highest percentages of the three being operatives, although the percentage of the Aides' husbands who were operatives was more than twice that for

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[1] This dissimilarity is to be expected since the program was primarily directed to housewives.

county's total as well as rural male labor force. The highest percent of participants' husbands were laborers followed by farmers and operatives.

8. Mobility: Over the years the participants were slightly more mobile than the Aides, but in recent years were less mobile.
9. Estimated net family income: The Aides had larger average incomes than the participants, but both had average incomes below the averages for the county's rural and total families.
10. Formal participation score: The Aides had a somewhat higher participation score than the participants.
11. Summary of comparison:
    a. Compared to the participants the Aides as a group were in a more favorable position than the participants on such important characteristics as: years of schooling, husband's occupation, net family income and formal participation score.
    b. Compared to the county's rural and/or total population the participants were in a less favorable position on years of schooling, husband's occupation, and net family income.
    c. Compared to the county's rural and/or total population the Aides were in a favorable position on years of schooling and possibly husband's occupation, but unfavorable on net family income.

C. Knowledge level of Family Service Aides

1. The Family Service Aides had been trained before the evaluation study was initiated. It was, therefore, impossible to give them a pre-test. They were given a post-test using the same test

that was subsequently given the participants as both a pre- and post-test.

2. The mean percent score of the 18 Aides taking the test was 86.0.
3. Eighty-nine percent of the 18 made a percent score of 80 or more.

D. Recruitment of participants by Family Service Aides

1. The taped accounts of their recruiting experience (with some mention of attendance) given by the Aides brought to light:
    a. Their house-to-house visiting
    b. The multiple sources of their learning about women to involve
    c. The description of the program which they gave to potential participants
    d. The largely positive but sometimes negative reactions of women visited
    e. The excuses and blockages encountered both in recruitment and attendance

E. Time spent on lesson preparation

1. The mean number of minutes spent by Aides on lesson preparation was 38. For lessons taught the first time the mean was 61 minutes and for those lessons taught in a previous series 32.

F. Time spent on teaching of lessons

1. Of the 58 lessons reported on, the length of teaching time for 84 percent was from one to one and a half hours.

G. Care of children brought to lessons

1. For 30 of the 57 lessons on which a report was made children came with their mothers, but for only nine of the 30 lessons to which children

were brought were the children kept in a separate room.

V. The Total Roster of Family Service Aides

A. Numbers

1. Since the program began in February, 1966, 48 women had been employed as Family Service Aides.
2. In April, 1967, 17 of the 48 were still employed but 31 had resigned.

B. Reasons for resignations

1. A variety of reasons accounted for the resignations of Aides. The classes of reasons given by three or more of the Aides were:
    - a. Unable to secure enrollment with resignation following pressure from supervisor to show accomplishment 5
    - b. Acceptance of another job 4
    - c. Dissatisfaction with the limit on number of hours could work[1] 3
    - d. Disliked work or lost interest in it .. 3

VI. Total Participation in the Three Series of Lessons (May, 1966 - March, 1967) With Cost In-put for Evaluation Series

A. Number contacted and participating

1. A total of 1,308 women were contacted by the Family Service Aides for participation in the three series of lessons.
2. Thirty-four percent, or 444 of the 1,308 enrolled and attended at least one lesson.

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[1] Under 1967-68 program regulations Aides are limited to ten hours per week.

B. Attendance by series

1. The number attending one or more lessons of the first series was 285; of the second, 68, and of the third, 101.

C. Attendance at Home Economics and Resource Lessons

1. The mean number of different home economics lessons attended by those participating in the three series was 3.3.
2. The mean number of different resource lessons attended by those participating in the three series was 1.2.

D. Estimated Cost of Evaluation Series of Lessons

1. The estimated cost of conducting the evaluation series of lessons (third series) was a little over $6,000. If three series of lessons should be conducted per year the annual cost would be around $19,000.

VII. Relating to the Future of the Program

A. Family problems as seen by participants-- clues to future programing

1. The personal problems mentioned most frequently by the participants interviewed were:
    - a. Child rearing--making children mind
    - b. Budgeting with low income
    - c. Meal planning and cooking
    - d. Home management -- use of time

B. Family problems of participants as seen by Aides-- clues to future programing

1. The major homemaking problems of participants which the Aides indicated most frequently were:
    - a. Management of finances on low income
    - b. Management of money and related matters

    c. Management of time
    d. Poor health

C. Choice of subject matter for future classes

1. The interviewees were presented with a list of 14 topics (including an opportunity to write in other) and asked to check those topics which they would like to study in future classes. The most frequent choices in order were:
    a. Beginning sewing
    b. Making and purchasing curtains, drapes, and bedspreads
    c. Refinishing furniture in natural finish
    d. Remodeling used clothes
    e. Painting furniture

D. Utilization of mass media

1. Nearly all of the 70 women reporting had TV sets.
2. Almost two thirds (62 percent) of those with TV sets indicated that at some time they had watched the program, On the Local Scene, which is telecast from Plattsburgh and produced by the Home Economics Divisions of Clinton, Essex, and Franklin counties.
3. Of 69 women reporting 85 percent had a radio. The two Plattsburgh stations had the highest percentages of women indicating they listened to them most often.

E. Willingness to participate in future classes

1. Only about half (49 percent) of the 68 women answering the question would attend future classes on homemaking if neither transportation nor child care was provided as is currently being done.

Implications

1. Indigenous women (designated as Family Service Aides) can be recruited and effectively trained to teach home economics subject matter to women who have had limited opportunities.
2. Participants in study groups taught by these trained indigenous teachers will make significant progress in home economics knowledge and will utilize the information that is transmitted to them.
3. When home economics publications are distributed to study-group participants, it should be done in such a manner that use as reference material is fully appreciated.
4. The performance of the participants on the pre-test indicates that a large percentage of them already knew the correct answers. Those responsible for determining the content of the teaching should be guided by these items in revising the subject matter offered the study groups.
5. Closer supervision of both the teaching and attendance of classes would improve the program.[1]
6. The person-to-person, essentially nondiscriminatory recruiting procedure followed by the Family Service Aides resulted in the participation of women who were as a group approaching middle age, had limited formal education, in a good many instances had husbands who were unemployed or were laborers, moved fairly often, had relatively low income, and participated very little in organized groups. On the whole the recruitment procedure appeared to have reached a group of women for whom the program was intended. Perhaps in the future more attention should be given to the recruitment of more young women.

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[1] The relatively small number (32) (out of the total number (101) of women enrolled and attending at least one lesson in the evaluation series) who took both pre- and post-tests emphasizes the importance of greater attention being given to the maintenance of a higher level of attendance.

7. The turn-over of Aides tends to handicap the teaching. Now that the program has become better organized and understood this turn-over may be expected to decline but to expedite this decline greater attention to the selection of Aides may be required.
8. If it is assumed that the training the Aides receive upgrades them for other employment, the evidence is not particularly strong that this has been the case. Perhaps greater attention should be paid to other employment opportunities for those Aides who are interested.
9. While average income indicated that the study groups were largely composed of low-income people, there were women in them who did not strictly fall in this category. In programs of this kind which attempt to involve low-income, disadvantaged, and customarily non-participating women, it is desirable that strict class lines should not be too rigidly drawn. This appears to have occurred in Clinton County which is predominantly rural and in which the ghetto type of segregation is unimportant.
10. The women who were Family Service Aides during the course of the study compared favorably or more than favorably with the county's total population on such characteristics as years of schooling and husband's occupation and were above the participants on these two characteristics plus family income. It would appear that this situation is a desirable one. It means that people have been recruited who have capacity and who are perhaps a bit ahead of those whom they are teaching. Yet, the recruitment resulted in the involvement of women who were somewhat similar to the women whom they taught.
11. The recruitment procedures of the Aides has resulted in a fairly large number of women participating in study groups. The same effort should be followed in the future to secure those yet unreached. But perhaps attention should be given to experimenting with advanced teaching for those who have already participated.

12. If women similar to those who have already participated are to be reached, there is considerable evidence that transportation and care of children should be continued.
13. The ownership of television sets is extensive among the participants. As a part of the study-group instruction, the use of TV for viewing the Home Economics Division's TV program, On the Local Scene, should be emphasized as an opportunity for continuous learning relating to homemaking.
14. In planning future study groups emphasis should be given to problems such as, child rearing, money management, time management, meal planning, cooking, and sewing. In fact, it would seem desirable for those planning the curriculum for these study groups to state objectives in terms of participants' needs and then select study topics relevant to these needs.
15. An effort should be made to see that the space used for teaching is adequate. Certainly an extra room for the care of children should always be available.
16. The cost of operating the evaluation series of lessons in eight townships was not excessive, only a little over $6,000. At this rate, if three series of lessons were conducted per year, the annual cost would be about $19,000.

EVALUATION OF FAMILY SERVICE PROGRAM
HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION
CLINTON COUNTY, NEW YORK

Introduction

Concern of Home Economics Extension for the Culturally or Economically Disadvantaged

The Family Service Program in Clinton County was initiated in the early part of 1966. A statement of the Contribution of Home Economics to Cooperative Extension Program Efforts Designed to Reach Culturally or Economically Disadvantaged Youth and Adults was released by a Task Force of the College of Home Economics at Cornell shortly thereafter. This statement provides the supporting policy of the College for programs such as the Clinton County Family Service Program. The opening paragraph reads as follows:

> Cooperative Extension is actively seeking ways to reach more of the disadvantaged than it has served in the past. In the College of Home Economics a Task Force has developed the following statement to guide the total Cooperative Extension staff in designing and carrying out educational programs for economically or culturally disadvantaged persons and families. It is hoped that these guides will help the Home Economics staff of Cooperative Extension work together to meet this common goal.

The statement continues with these comments:

> . . . Historically, Cooperative Extension's educational thrust has been disciplined by the needs of society and the knowledge available to assist in the solution of problems.
>
> . . . Years of experience in work with large numbers of New York State youth and adults form a valuable base from which to design new program efforts for those who have had fewer advantages than many of Cooperative Extension's audiences.
>
> . . . County personnel are encouraged to develop and implement exploratory programs aimed at the solution of specific problems in collaboration with appropriate members of the Extension faculty.

Design of the Clinton County Family Service Program

The origin of the Clinton Family Service Program which constitutes a part of the Clinton County Rural Community Action Program of the Joint Council for Economic Opportunity was a pilot teaching project for a small group of low-income women who were taught a series of lessons on sewing, improved storage, food buying, and stain removal by the home economics agent. After experimenting with this group with some success, the agent came to the conclusion that it would be desirable to have paid volunteers who would contact homemakers to secure their participation, provide transportation to classes, staff a nursery for pre-school children of mothers attending study groups, and teach subject matter after being trained by the home economics agent. This approach to educational work with disadvantaged homemakers became the core of the Family Service Program which constituted one phase of the total Clinton County Rural Community Action Program that was launched in early 1966.

The purpose of the program as stated in the original program document "is to aid the mothers of low economic and social level in all aspects of managing the home. This is to include such instruction as child development and family relationships, food and nutrition, health and family resource management."[1] Subsequently, the purpose was restated in terms of study groups of these homemakers as follows:

> The purposes of the classes are to rehabilitate and strengthen family life in economically and culturally deprived families by: 1) building self-confidence within individuals; 2) building a feeling of dignity and worth in individuals; 3) helping homemakers to help themselves by providing knowledge of skills and resources; 4) helping homemakers and their families to identify their values, goals, and standards; and 5) creating better citizens, so the family can contribute to the community.[2]

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[1] Family Service Program--Component IV, p. 1.

[2] Family Service Program--Component IV, Supplement to Proposal, March 11, 1966, p. 1.

The document from which the above statement of purposes was taken also indicated "that class participants in the first series will be homemakers with pre-school children . . . Later, the program will be adjusted to better meet the needs of other homemakers by introducing additional training."[1]

The original plan called for five lessons, the content of which was to be determined by the Home Economics Division of Cooperative Extension. The titles of the five lessons were: 1) Penny Snitchers in Food Buying, 2) Money-Saving Meals, 3) Enjoying Your Pre-schooler, 4) Storage Secrets, and 5) Taking the Blues Out of Laundering.[2]

These lessons were to be taught by 28 Family Service Aides. Each group that was taught would have two Family Service Aides who would serve alternately as the group teacher and the person who would care for children which the mothers were told they could bring if there was no one at home to babysit. The Aides were to be trained for their teaching in both subject matter and methodology by a home economics agent from the Home Economics Division of Clinton County Cooperative Extension. In addition to teaching and caring for the children of women attending classes, the Aides were expected to recruit members for their classes by house-to-house visitations. They were also to provide transportation for class participants who needed it.

In addition to the home economics topics, the Aides in charge of each class or study group were expected to schedule professionals from agencies and schools to teach five resource lessons. The following were some of the resource lessons that were to be made available: 1) Let's Tour the Mobile Library--by a librarian; 2) Healthy Ways to Better Days (I)--by a nurse; 3) Healthy Ways to Better Days (II)--by health clinic representative; 4) Recognizing and Avoiding Frauds--by a lawyer; 5) Education for the Future--by a school principal or guidance counelor; 6) Children and Home Work-- by a school representative; 7) Learning a Trade--by a representative from a trade school with a possible tour of the school; and 8) Head Start--Opportunity for Children.[1]

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[1] Family Service Program--Component IV, Supplement to Proposal, March 11, 1966, p. 1.

[2] Ibid., pp. 1 - 2.

The 28 Family Service Aides were to be employed in pairs from 13 townships and the City of Plattsburgh.[2] The Community Action Agency (administrative unit for the county's Rural Community Action Program) was to select the Aides from among people recommended by the Town Boards and/or the Care Center Coordinator. The Training Consultant for the Family Service Program was given responsibility for interviewing the people thus recommended but not for initiating recommendations.

The Aides were to be supervised by the Training Consultant who was also assigned certain administrative responsibilities such as interviewing Aides for employment and handling reports and records. Both the Aides and the Training Consultant were to be employees of the Joint Council of Economic Opportunity for the City of Plattsburgh and Clinton County. They were actually employed and under the administration of the Community Action Agency which constituted the employed administrative staff (including an executive director) of the Joint Council. The Joint Council was to consist of any resident of Clinton County who might volunteer to participate in Council activities. The Joint Council was to have a Board of Directors composed of 24 voting members with the Mayor of the City of Plattsburgh and the Chairman of the County Board of Supervisors serving as ex-officio members. The 24 voting members of the Board of Directors were to be chosen as follows: two appointed by the Mayor of Plattsburgh, two by the Chairman of the Board of Supervisors, nine who were area residents and members of groups to be served elected at the annual meeting of the Joint Council, and 11 others elected at the annual meeting of the Council and representing public agencies, private agencies, and business and the professions. The Board of Directors was to consist of its chairman and vice-chairman, both of whom were to serve in similar roles for the Joint Council, the chairmen of its five standing committees (Community Action Agent Committee, Neighborhood Youth Corps Committee, Budget Committee, Education Committee, and Personnel Committee) and two members from the groups to be served chosen by the Board of Directors.

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[1] Ibid., pp. 1 and 3 - 4.

[2] One of the County's 14 townships never entered the Rural Community Action Program.

All of the participating townships and the City of Plattsburgh were to have a Care Center and a Care Center Coordinator with an advisory committee of 10 members composed of 40 percent area residents and members of the groups to be served.[1]

Design of Study

Under the agreement with the Home Economics Division of the Clinton County Cooperative Extension, an evaluation of the Family Service Program was indicated as an objective of the program. Accordingly, the Office of Extension Studies at Cornell was requested to conduct such an evaluation in cooperation with the staff of the Home Economics Division. At the time the evaluation was initiated two cycles of lessons designed for the program had been conducted, and plans were being considered for another series. The evaluation was, therefore, focused on this third round of lessons. In the first two cycles, five lessons were devoted to strictly home economics topics and five lessons to resource topics. In the third round it was decided to have seven lessons on home economics topics and three on resources. The seven home economics lessons consisted of the following: 1) Penny Snitchers, 2) Money Saving Meals, 3) Enjoying Your Preschooler, 4) Storage Secrets, 5) Taking the Blues Out of Laundering, 6) Budget Ideas for Decorating, 7) Buying Children's Clothes. The topics for the resource lessons were selected by the Aides and their participants.

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[1] The details of this section dealing with personnel and organization were derived from the following documents: Family Service Program--Component IV, Family Service Program--Component IV, Supplement to Proposal, and A Rural Community Action Program of the Joint Council for Economic Opportunity for Plattsburgh and Clinton County, New York. The documents are in the files of the Clinton County Home Economics Division of Cooperative Extension.

Purposes of the Study

The study has two major purposes: 1) to ascertain and describe the socio-economic characteristics of the study-group participants and Family Service Aides who served as teachers and 2) to measure the effects of the teaching on those participating in the study groups.

Methodology

Testing procedures. The participants in the study groups were given pre- and post-tests, and the Family Service Aides who had already been trained for their teaching were given post-tests before beginning their teaching. The test that was used was developed for administration to both the study-group participants and the Family Service Aides (see Appendix A). The same test was used for both pre- and post-testing. The former training consultant (employed as a home economics agent at the time of developing the test) and the author developed the test. It was designed so that each of the seven lessons had from eight to 12 items. The test was essentially concerned with knowledge and was an objective type with 38 multiple-choice, 28 true-false, and two fill-in-blank questions. It was given a limited pre-test on the basis of which it was put in final form. In calculating test scores no correction for guessing was attempted.

It was recognized that for both the Family Service Aides and the women participating in the classes the testing could constitute a threat to them and be considered a school-type examination. Conscious and serious effort was made to redefine testing. It was introduced to the Family Service Aides as a way for them to find out what they knew about the important aspects of the subject matter they were going to teach. After they were given the test and it was collected, they were given the correct answers so they could check on their knowledge before starting their teaching. In administering the test, which was done by the author, the entire test was read even though the Family Service Aides each had a form to be filled out. This was done to illustrate the procedure to be followed by them in their administration of the test. The reading procedure was considered necessary to take care of any women who might have reading problems.

Likewise, the Family Service Aides sought to give a teaching-learning interpretation to the testing. The pre-test for the participants in the study groups had the following statement on its cover page:

> How Much Are We Learning?
>
> Attached are some questions which will indicate to your teachers how much you already know about the material you will be taught in the series of lessons in which you will participate. This will help your teacher plan future lessons. It can also help you in your learning by calling attention to what the teacher considers important. Each question with its directions for answering will be read to you. After a question is read, you are asked to answer according to directions.

The post-test had this statement on its cover page:

> How Much Have We Learned?
>
> Attached are some questions which will help you check up on what you have gotten out of the classes you have been attending. After you have answered the questions, your Family Service Aide will review the questions with you so you will have the right answers before your class is discontinued. This will be a real opportunity to pin down some specific information that you have considered in

> your class discussion.[1]
>
> Each question with its directions for answering will be read to you. After a question is read, you are asked to answer according to directions.

The post-test was administered to the Family Service Aides a short time before they started their series of lessons. The pre-test for the participants was administered at their first class meeting and the post-test at their last class meeting.

Interviewing procedures. The Family Service Aides who were responsible for recruiting women for their study groups were interviewed by the author following their recruitment efforts and about the time they started their teaching. This interview had two parts: 1) a taped recording following an outline (see Appendix B) and stimulated at a few points by questions from the interviewer on the experience of each Family Service Aide in recruiting participants, and 2) obtaining personal characteristics about each Aide by means of a structured schedule (Appendix C) dealing with marital status, place of residence, tenure, education, age, family composition, employment (self and/or husband), mobility, participation in organizations, income, and how recruited for the position of Family Service Aide.

Since the Family Service Aides were working in pairs, for reporting on recruitment the names of the women which each pair had enlisted were divided between them and the Aide reported specifically on her experience with the women assigned to her. In addition each Aide recorded her general experience in recruiting.[2] If the group for a given pair was large, a random sample was selected and divided between the two so that each had from two to five names.

A rather lengthy schedule was developed which the Family

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[1] Following the completion of her own test each participant was given a test form on which she could record the correct answers given by the Family Service Aide.

[2] This general report also tapped experience which the Aides had had with the two preceding cycles of lessons.

Service Aides were asked to use in interviewing the participants in their classes. This schedule was divided into parts I and II (see Appendix D). Part I called for the participant's evaluation of each lesson; evaluation of bulletins, leaflets, and mimeographs relating to the lessons which were distributed to the participants; interest of the participant in attending additional classes; and the participant's more serious homemaking problems. Part II sought information on personal characteristics similar to those sought from the Family Service Aides themselves. In addition there was a question seeking to find the friendship ties of each participant to others in her study group.[1] The Family Service Aides were trained for this interviewing by the author.

Other procedures. Each Family Service Aide was asked to fill out for each lesson taught a form reporting on that lesson (see Appendix E). The pairs of Aides were also requested to complete a short form reporting in general on their teaching experience with each group (see Appendix F). In addition each Aide was asked to complete a short form on each participant she interviewed. On this form she reported what she considered the woman's major homemaking problem and what help she thought the woman had received on this problem as a result of her study-group experience (see Appendix D, last page of schedule).

A card file of all contacts and their participation or non-participation in the Family Service Program had been kept from the initiation of the program. The information on these cards was coded for IBM treatment. Employment records of all Family Service Aides who had ever worked in the program were obtained for analysis.

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[1] Since some of the Aides divided their participants into two study groups, the data on friendship ties could not be used in the study.

A summary of the research operations of the study follows:

Operations	Participants in study groups	Family Service Aides
Pre-test on subject matter	X	
Post-test on subject matter	X	X
Interviewing		
Experience in recruitment		X
Characteristics of	X	X
Relating to lessons and printed material, etc.	X	
Reports on each lesson taught prepared by Aides		X
General report on each study group prepared by Aides[1]		X
Report on major problem of each participant		X
Employment records		X
Card file--contacts and participation for three cycles of lessons	X	

Characteristics of Participants

Place of Residence

The Family Service Program was originally planned for operation in 13 townships and the City of Plattsburgh, but during this study it was conducted in only eight townships. Ten study groups, one in each of six townships and two in each of two, were formed shortly after the study was initiated. The participants in these groups constitute the major population on which the study focuses.

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[1] The number of these reports returned were too few for use in the report.

Seventy-one of the women who participated in the classes or agreed to participate were interviewed by the Family Service Aides.[1] These 71 women were distributed among the eight townships as follows:

Townships	Number	Percent
Altona	10	14
Beekmantown	3	4
Black Brook	4	6
Champlain	12	17
Chazy	3	4
Clinton	23	32
Plattsburgh	9[2]	13
Schuyler Falls	7	10
Total	71[3]	100

Forty percent of the 70 women on whom information was obtained lived in the country but not on a farm, and another 30 percent lived in or near a village of less than 2,500 (Table 1). Thus, 70 percent of the women came from rural nonfarm places.

Ownership of Dwelling

Of the 68 participants on whom information was obtained 46, or 68 percent, were from families which owned their dwelling and 22, or 32 percent, from families which rented or occupied their dwelling rent free. Three of the 46 who were owner families had a trailer for their dwelling. Fourteen of the owner families also owned farm land.

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[1] Four women who were interviewed agreed to participate but never attended a class. All of the 71 women were white. The cycle of the program which was evaluated was almost entirely confined to the county's rural population in which 98 percent (1960) of the females were white. Only 397 of the women in the rural female population of 23,074 were non-white in 1960.

[2] One of these women lived in the City of Plattsburgh.

[3] According to the records in the office of the Home Economics Division 101 women attended one or more lessons in the evaluation series.

Table 1

Number and Percentage Distribution of Participants According to Place of Residence

Place of residence	Participants Number	 Percent
On a farm from which get half or more of income	11	16
On a farm from which get less than half of income	6	9
In the country but not on a farm	28	40
In a village less than 2,500	16	23
Near village less than 2,500	5	7
In a village over 2,500	--	--
Near village over 2,500	--	--
Near city of Plattsburgh	3	4
In city of Plattsburgh	1	1
Total	70	100

Age of Participants and Their Husbands

The mean age of the 71 participants was 38.5 years (Table 2). Less than one third (31.1 percent) of the participants were under 30, and just slightly over two fifths were under 35. The mean age of the women who had husbands was 38.3 years and of their husbands, 42.6.

Years of School Completed

The median number of years of school completed by the 70 participants reporting was 9.2 (Table 3). Fifteen percent of the participants had completed less than eight years. Six percent had completed from one to three years beyond high school. The husbands of the participants had a median of 8.0 years of school completed.

Table 2

Number and Percentage Distribution of Participants According to Age

Age	Participants Number	Participants Percent[a]
16 - 19	6	8.5
20 - 24	6	8.5
25 - 29	10	14.1
30 - 34	9	12.7
35 - 39	10	14.1
40 - 44	6	8.5
45 - 49	6	8.5
50 - 54	6	8.5
55 - 59	5	7.0
60 - 64	3	4.2
65 and over	4	5.6
Total	71	100.2
Mean age	38.5	

[a] One decimal place used to approximate a total of 100 percent.

Special Training Received

Of the 70 participants reporting 18, or 26 percent, had received special training in addition to that received in public schools or colleges. Of 60 women who had husbands and who reported 15, or 25 percent, indicated their husbands had received special training in addition to that received in public schools or colleges. The special training which the 18 women had received included business, secretarial, nursing, journalism, teaching, sewing, first aid, voice, check making and adding machine, file clerk, clerking in store, automobile mechanic, homemaking, government agency training program[1] and training school.[1] For the 15 husbands it included cooking, television, plumbing, carpentry, mechanics, automobile repairing, electricity,

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[1] Specific training was not given.

Table 3

Number and Percentage Distribution of Participants According to Years of Schooling

Years of schooling	Participants Number	Participants Percent
2	1	1
4	1	1
5	1	1
6	2	3
7	6	9
8	20	29
9	6	9
10	11	16
11	5	7
12	12	17
13	3	4
15	1	1
17	1	1
Total	70	99[a]
Median years of schooling	9.2	

[a] Total is less than 100 percent because of rounding.

appliance repairing, furnace work, circulation manager, serviceman (not specified), stationary engineering, job training at paper mill, language (French), and government agency training program.[1]

Family and Household Composition

Of the 71 respondents 61, or 86 percent, were married and living with their husbands; seven, or 10 percent were widowed, divorced, or separated; and three, or four percent, were single. The mean size of family of the 71 women was 5.0 persons (Table 4). Nearly one fifth (19 percent) of the women reported from eight to 12 persons in the family. On the other hand 23 percent of

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[1] Specific training was not given.

Table 4

Number and Percentage Distribution of Participants According to Total Number in Family

Number in family	Participants	
	Number	Percent
1	4	6
2	12	17
3	10	14
4	9	13
5	8	11
6	9	13
7	5	7
8	5	7
9	1	1
10	4	6
11	3	4
12	1	1
Total	71	100
Mean number in family	5.0	

the women were in families consisting of one or two persons.

The mean number of children living at home in the families of the women who had been married was 3.3, and the mean number living away from home was approximately one. The average (mean) number of all living children was 4.4.[1] Of the 225 children living at home, 29 percent were in the age group 10 - 14, 28 percent in the age group 5 - 9, 23 percent in the age group under 5, 17 percent in the 15 - 19 age group, and three percent in the 20 and over group. Thus 80 percent of the children livat home were in the broad age group, 14 and under.

The mean number of persons per household (includes immediate family, other relatives and nonrelatives sharing room and board) was 5.5 compared to 5.0 persons per family. Ten, or 14 percent, of the 71 women were living in households that had other relatives present and four, or six percent of them were living in households that had nonrelatives present.

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[1] All 68 women who were eligible gave information on children living at home. The number of women reporting on children living away from home was 64 (four women gave no information).

Employment of Participants and Their Husbands

Of the 70 women reporting 19, or 27 percent, were employed part- or full-time. Eleven, or 16 percent, were employed by someone; seven, or 10 percent, were self-employed, and one, or one percent, was both employed by someone and self-employed. Thirteen of the 18 who were employed and on whom information was obtained were either service workers (10) or laborers (3).

Of the 59 women who had husbands and who reported, 14, or 24 percent, indicated their husbands were unemployed (Table 5).[1]

Table 5

Number and Percentage Distribution of Participants According to Principal Occupation of Husbands

Occupation of husbands	Participants	
	Number	Percent
Professional and technical	0	0
Managers, officials and proprietors	4	7
Clerical workers	1	2
Sales workers	0	0
Craftsmen and foremen	6	10
Operatives	10	17
Service workers	3	5
Laborers	11	18
Farmers	10	17
Unemployed	14	24
Total	59	100

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[1] Of the 14 unemployed husbands 12 had wives who were unemployed, one had a wife who worked full-time, and one had a wife who worked part-time.

Eighteen percent of the husbands of these 59 women were laborers; 17 percent, farmers; 17 percent, operatives; and 10 percent, craftsmen and foremen. The few remaining ones were scattered over three occupational classes, i. e., managers, officials and proprietors; service workers; and clerical workers. No husband was in the professional or technical class. Six husbands had two jobs.

Mobility

The mobility of the women (60) since they were married averaged about three tenths of a move per year. The range, however, was wide, i. e., from no moves to two and three tenths per year. Twenty-seven percent of the women had never moved. As high as 13 percent had moved from 1.0 to 2.3 times per year. However, these were women who had been married only a few years, whereas those who had moved a lesser number of times per year were women who had been married a number of years. Those who had moves from 1.0 to 2.3 times per year had been married on the average for 7.0 years, while those who had made no moves had been married on the average 23.2 years and those making from .02 to .09 moves per year had been married on the average 24.3 years.

The mean number of years which the 63 women ever married who reported had lived in their present dwelling was 12.0. Nineteen, or 30 percent, of the 63 women had lived one year or less in their present dwelling and 27, 43 percent, had lived in their present abode five years or less. On the other hand, 13, or 21 percent had lived in their present dwelling 20 years or more and 31, or 49 percent, had lived in their present dwelling 10 or more years. Again, however, number of years married is an important factor in this index of mobility as the extremes of length of marriage show. Thus, for the 13 who had lived in their present dwelling 20 or more years, the mean number of years married was 34.6 years, while for the 26 who had lived in their present home five years or less and who reported, the mean number of years married was 12.4.

Net Income of Family

The participants were asked to estimate their total family net income for 1966. This income was defined as income after farm or business expenses were deducted and was to include income of wife, husband, and other members of the immediate family (children) living at home. The median estimated income for the 61 families reporting was $4,023 (Table 6).[1] Five, or eight

Table 6

Number and Percentage Distribution of Participants
According to Total Family Net Income: 1966

Total estimated family net income	Participants Number	Participants Percent
Less than 1,000	5	8
1,000 - 1,499	3	5
1,500 - 1,999	4	6
2,000 - 2,499	3	5
2,500 - 2,999	8	13
3,000 - 3,499	2	3
3,500 - 3,999	5	8
4,000 - 4,499	11	18
4,500 - 4,999	1	2
5,000 - 5,499	6	10
5,500 - 5,999	5	8
6,000 - 6,499	1	2
6,500 - 6,999	4	6
7,000 - 7,499	1	2
7,500 - 9,499	0	0
9,500 - 9,999	1	2
10,000+	1	2
Total	61[a]	100
Median income $4023		

[a] Three participants in the same family were counted only once.

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[1] Two women who received their support from the public welfare program gave no information on their incomes. In addition six others gave no income estimates. The extent to which welfare payments were a part of the incomes reported is unknown.

percent, of the 61 families had incomes of less than $1,000 and 15, or 24 percent, had under $2,500. Eight, or 14 percent, had estimated incomes of $6,000 and over. Thus, while the average (median) family net income was low, there were in the study groups a number of women whose estimated family incomes were somewhat above the average (median) of $4023.

Formal Participation Score

This score is the sum of the number of formal organizations to which one belongs plus three for each office held. The mean score for the 66 women reporting on organizational membership and leadership was 1.1 (Table 7). Twenty-nine, or 43 percent, of the 66 women belonged to no organization. Another 21, or 31 percent, belonged to only one organization, and held no office. In fact, the 12, or 18 percent, who had participation scores of two or three could not have held offices but

Table 7

Number and Percentage Distribution of Participants According to Participation Score

Participation Score	Participants	
	Number	Percent
0	29	43
1	21	31
2	10	15
3	2	3
4	0	--
5	1	2
6	1	1
7	0	--
8	1	2
9	1	2
Total	66	100
Mean participation score (including 0's)	1.1	

were members only.

The number of women according to the organizations to which they belonged is given below:

Organization	Number belonging (N = 37)
Church	28
Altar and Rosary Society	13
Catholic Daughters	1
Church Mothers' Club	1
Ladies of St. Anne	1
PTA	2
Teachers' Association	1
Home Demonstration	1
4-H Leaders' Council	1
Gold Star Mothers	1
Legion Auxiliary	1
Fireman's Auxiliary	1

Memberships were obviously concentrated in religious organizations.

Evaluation of Teaching

General Reaction to Study Groups

The participants were asked by the Family Service Aides when the latter interviewed them whether or not they looked forward to attending class meetings. Since the interviewers were also the teachers of the interviewees, it would be expected that only the most critical ones would respond negatively to this question. Ninety-four percent of the 67 women who answered the question indicated that they looked forward to class meetings. At least the women were well enough satisfied with the classes so that few of them were ready to give a negative answer to the question.

Of the 67 women who indicated that they looked forward to the classes 60 stated why they had done so. The tabulation below presents the categories into which their answers were classified:

Reasons for looking forward to classes	Percent
Meet other women, exchange ideas, and learn new things	35
Learn something, new ideas	26
Interesting, enjoyable, meet people	17
Fun and learning	15
Learn English, meet people, and learn better ways of homemaking	5
Curiosity as to why boss asked me to attend	2
Total	100

As high as 81 percent of the women mentioned learning as one of their reasons for looking forward to the classes and 57 percent referred to meeting others. Thus, learning and sociability seemed to have been important motivations for attendance.

Two other questions which the women were asked can be interpreted as reflecting their approval of their experience in the study groups without the answer involving an awkward situation with their interviewers. When asked which of a list of 14 subjects (plus an other for write in) they would like to have a class on, 69 of the 71 interviewed checked (or wrote in) at least one topic. When asked a further question designed to test how much effort they would exert, namely, "If you checked one or more or wrote in other for the question on topics would like to have classes on, would you attend the class or classes if neither transportation nor child care (babysitting) are provided?" Forty-nine percent, almost half, of the 68 who answered the question indicated they would attend if neither of the services were provided.

Rating of Specific Home Economics Lessons[1]

If very helpful is taken as the level of rating which is indicative of real appreciation of the home economics lessons taught, the percentages of the women (attending and rating) who rated the lessons very helpful ranged from 63 to 84 for the seven lessons. Money Saving Meals led the list with 84 percent rating it very helpful. Enjoying Your Pre-schooler and Buying Childrens' Clothing were at the bottom of the list with each rated very helpful by 63 percent of the women. The seven lessons are arrayed from highest to lowest percent rating them very helpful in the tabulation below:[2]

Lessons	Percent considering very helpful
Money Saving Meals (N = 49)	84
Penny Snitchers (N = 47)	83
Storage Secrets (N = 40)	82
Budget Ideas for Decorating (N = 44)	71
Taking the Blues Out of Laundering (N = 45)	71
Enjoying Your Pre-schooler (N = 30)	63
Buying Children's Clothing (N = 44)	63

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[1] Close examination of the information available indicates that some of the interviewees who had participated in one or both of the preceding series of lessons may have sometimes reported on lessons attended in those series of lessons.

[2] Attendance for the seven lessons varied considerably. Because of numerous factors that may have influenced attendance, it can hardly be considered indicative of importance attached to particular topics. As a matter, however, of information the following tabulation on attendance as reported in the interviews conducted by the Family Service Aides is presented:

Lessons	Percent attendance
Money Saving Meals (N = 67)	73
Taking the Blues Out of Laundering (N = 65)	69
Budget Ideas for Decorating (N = 65)	68
Penny Snitchers (N = 69)	68
Buying Children's Clothing (N = 68)	65
Storage Secrets (N = 66)	61
Enjoying Your Pre-schooler (N = 65)	46

The qualitative ratings of the lessons were reduced to a score with very helpful = 2, some help = 1, and not at all helpful = 0. A percent score for the home economics lessons plus resource lessons was calculated for each interviewee. This percent score was obtained by summing the numerical values of the ratings for lessons attended, dividing by the maximum score for these lessons (which was 2 x the lessons attended) and multiplying by 100. The mean percent score for lessons attended was 86 (Table 8). The women were very generous in their ratings. Forty-seven percent gave ratings of 100. Only two women rated the lessons 20 percent or less. Undoubtedly, the ratings were somewhat influenced by the fact that the FSA's who did the teaching also interviewed those whom they taught. It was recognized that this would occur but it was felt that for the interviewing to be carried out without negatively affecting the participants, the FSA's were the only ones who could do it.

Table 8

Number and Percentage Distribution of Participants
According to Percent Rating Score for All Lessons
(Both Home Economics and Resource) Attended

Percent rating score for all lessons	Participants	
	Number	Percent
20 and under	2	3
—	—	—
50 - 59	6	9
60 - 69	1	2
70 - 79	8	12
80 - 89	11	16
90 - 99	7	11
100	31	47
Total	66	100
Mean percent rating score	86	

At the time of its evaluation the Family Service Program included in addition to the seven home economics lessons opportunity for three (usually) or more resource lessons. The resource lessons reported by the interviewees with indication of numbers attending are listed below for the eight classes which were conducted during the period of evaluation:

Township in which held	Resource lesson	Number attending of those interviewed
Altona	Mouth-to-mouth breathing	5
	Trade school	4
Beekmantown	You as a Very Important Person	2
Champlain	Lawyer	3
	School nurse	5
	Trade school	5
Clinton	Christmas slides	16
	Credit	2
	Safety driving	7
	Trade school	1
Plattsburgh (Township)	Mouth-to-mouth breathing	3
	Trade school	1
Schuyler Falls	Sewing	2
	Trade school	2
Chazy	Had no resource lessons	--
Black Brook	Had no resource lessons	--
	Total attendances	58

Forty-two different women reported attending one or more of the resource lessons. Altogether they reported 58 attendances. For 48 of these attendances, evaluation as to helpfulness of the resource lessons was given as follows:

Resource lesson	Very helpful	Some help	Not at all helpful
Christmas slides	15	1	-
Trade school	9	-	1
Mouth-to-mouth breathing	6	-	-
Safety driving	5	1	-
School nurse	5	-	-
Lawyer	2	-	1
Credit	1	-	-
You as a Very Important Person	1	-	-
Total	44	2	2

The foregoing tabulation reflects a high degree of satisfaction with most of the resource sessions.

Utilization of Knowledge

In the interviews of the participants by the Family Service Aides at the end of the series of lessons, an attempt was made to ascertain what idea that was especially helpful was gotten from specific lessons as well as what use had been made of the idea. The answers recorded in the schedules may reflect the interviewer's ability to secure this kind of information rather than what had actually occurred in the thinking and behavior of the participants. It was thought, however, that if some indication was made concerning the use of an idea that this could be taken as a partial indication of influence on behavior. The tabulation below lists the seven lessons in rank order according to percent of participants who indicated some use of an idea:

Lessons	Percent using idea
Money Saving Meals (N = 43)	68
Penny Snitchers (N = 44)	61
Enjoying Your Pre-schooler (N = 27)	56
Budget Ideas for Decorating (N = 40)	55
Storage Secrets (N = 38)	53
Taking the Blues Out of Laundering (N = 42)	50
Buying Children's Clothing (N = 40)	42

The N's in the tabulation are the numbers of participants reporting on ideas gotten and their use. The difference between these N's and the 71 women interviewed is the result of deducting those not attending the lesson and not giving information. It is possible that some of those giving no information did so because of the nonapplicability of the ideas to their immediate situations.

For six of the seven lessons 50 percent or more of the women claimed they had used some idea gotten from the lessons. The lesson on Money Saving Meals was in first and Penny Snitchers in second position with 68 percent indicating they had used some idea gotten from the first lesson and 61 percent from the second. There is some consistency of the reported use of the especially helpful idea and the participants' ratings of helpfulness of lessons. Thus, *Money Saving Meals* was rated *very helpful* by 84 percent of 49 women and *Penny Snitchers*, by 83 percent of 47 women. However, this perfect rank agreement with helpfulness ratings exists for only one other of the seven lessons, namely, *Buying Children's Clothing*.

Below are listed for each lesson the different kinds of uses which the participants indicated they had made of especially helpful ideas which they had learned:

Money Saving Meals		*Number of participants*
1.	Used new money saving recipes	8
2.	Made and used master mix	6
3.	Found way to use surplus foods	4
4.	Used no-bake cookies	4
5.	Made or used foods not customarily used	3
6.	Stretched budget	2
7.	Do not use hands in mixing	2
	Total	29
Penny Snitchers		
1.	Used store brands	9
2.	Saved money on shopping by following ideas of how to get more for your money	6
3.	Read labels and checked contents	5
4.	Checked prices more closely	3
5.	Made grocery shopping list	2
6.	Menu and budget (for soups and salads)	2
	Total	27
Enjoying Your Pre-schooler		
1.	Made, used, and/or enjoyed play dough	8
2.	Made play dough and played with educational toys or made play dough and finger paints	2
3.	Enjoyed child more, helped child to help himself, played with and talked to child, let child help with dishes or sweep	4
4.	Prepared good place for toys	1
	Total	15

Budget Ideas for Decorating

		Number of participants
1.	Made pillow and/or cover	7
2.	Covered boxes	4
3.	Made several items--pillow, slip cover, wall pictures and/or covered box	3
4.	Made pictures for wall	2
5.	Made platters	2
6.	Help in decorating rooms and matching colors	2
7.	Miscellaneous--ideas are practical, made most of what's on hand or bargains	2
	Total	22

Storage Secrets

1.	Miscellaneous storage ideas used--boxes for storage, extra space for toys, pieces of wood to fix things up, peg board	5
2.	Used new ideas for storage--space saving	4
3.	Used ideas for storage of dishes and utensils	4
4.	Used step shelves	4
5.	Used ideas for storage of clothes	3
	Total	20

Taking the Blues Out of Laundering

1.	Used ideas for removing spots and stains	8
2.	Used ideas for sorting clothes	3
3.	Used ideas for removing stains and buying detergents	3
4.	Miscellaneous--used softener, used hotter water, saved on wear and tear of clothes	3
5.	Bought detergents (difference between detergent and mild soap)	2
6.	Use of ideas resulted in cleaner clothes	2
	Total	21

Buying Children's Clothing	Number of participants
1. Applied better knowledge when buying children's clothing--check carefully	5
2. Bought children's clothes by size not age for proper fit	4
3. Bought children's socks which are cotton, well made, and larger than foot	3
4. Miscellaneous--bought clothes easy to care for, long lasting, and guided by money saving	3
5. Used ideas in shopping class or in buying own clothes	2
Total	17

While these lists do not fully identify behavior, they provide some indication of the uses made of ideas which the participants had gotten from their classes. If the most frequently mentioned use from each lesson is selected for emphasis, the following list results:

Use made of ideas	Number mentioning
Used new money saving recipes	8
Used store brands	9
Made, used and/or enjoyed play dough	8
Made pillow and/or cover	7
Miscellaneous storage ideas used--boxes for storage,extra space for toys, pieces of wood to fix things up, peg board	5
Used ideas for removing spots and stains	8
Applied better knowledge when buying children's clothing--check carefully	5

Thus there are a number of ideas which are getting through to several women so that they really seem to be making use of the concepts which they are learning in the classes.

Reactions to Publications

Each participant was to be given 18 different publications, i.e., bulletins, leaflets, and mimeographs. As each of these publications was shown them, the participants were asked when interviewed by the Family Service Aides if they recalled receiving it. In the following tabulation the publications are arrayed from highest to lowest percent of those reporting who could not recall receiving them.

Name of publication		Percent who could not recall receiving
What You Should Know About Your Child's Foot Health	(N=64)	61
Recipe sheet--Making Finger Paints	(N=66)	53
Recipe sheet--Making Play Dough	(N=66)	51
Storage Here and There	(N=67)	51
Your Child from 1 to 3	(N=66)	51
A Frame for Your Picture	(N=66)	50
I Wonder What My Parents Know About Feet	(N=64)	44
A Picture for Your Room	(N=66)	42
Pillows Large and Small	(N=69)	41
Alice Hill Buys Cindy a Dress	(N=65)	40
Betty Learns Alice's Storage Secrets	(N=67)	40
Betty Saves Money on Canned Foods	(N=70)	37
Buying by Size Not Age	(N=65)	37
Removing Stains from Fabrics	(N=69)	36
Betty Saves Money by Shopping Once a Week	(N=70)	34
Money Saving Main Dishes	(N=70)	30
Surplus Food Recipes	(N=70)	29
Betty Learns About Detergents	(N=68)	28

This range of percentages for those who could not recall receiving the publications was from 28 for Betty Learns About Detergents to 61 for What You Should Know About Your Child's Foot Health.[1] It is interesting, however, that the seven publications which less than 40 percent did not recall receiving are ones which would appear to have an important bearing on the needs of the participants and hence the ones that a good majority of them remembered receiving.

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[1] It is possible that these percentages may reflect in part poor distribution arising from irregular attendance or failure to be made aware of the publications because of irregular attendance.

The tabulation that follows gives the percent of participants who recalled receiving the publications and who reported having read all of each:

Name of publication		Percent reading all
Betty Learns Alice's Storage Secrets	(N=37)	89
Betty Learns About Detergents	(N=46)	87
Betty Saves Money by Shopping Once a Week	(N=43)	86
Surplus Food Recipes	(N=41)	86
Alice Hill Buys Cindy a Dress	(N=35)	85
Recipe sheet--Making Play Dough	(N=31)	84
Buying by Size Not Age	(N=37)	81
Betty Saves Money on Canned Foods	(N=39)	79
Recipe sheet--Making Finger Paints	(N=29)	76
I Wonder What My Parents Know About Feet	(N=32)	75
What You Should Know About Your Child's Foot Health	(N=24)	75
Your Child from 1 to 3	(N=33)	70
Pillows Large and Small	(N=37)	68
Storage Here and There	(N=30)	64
Money Saving Main Dishes	(N=43)	58
Removing Stains from Fabrics	(N=42)	50
A Frame for Your Picture	(N=28)	43
A Picture for Your Room	(N=35)	43

According to this tabulation for 13 of the 18 publications over two thirds of the participants who recalled receiving them said they had read the entire publication. Eighty-nine percent reported reading all of Betty Learns Alice's Storage Secrets. However, less than half, 43 percent for each had read A Picture for Your Room and A Frame for Your Picture.

For each of the 18 publications 90 percent or more of those who had read all, part or glanced through it could remember something about its contents.

Those who claimed they had read all, part, or glanced through the various publications were asked to state what they remembered about each. Below are listed the publications, and under each are categories of statements of what remembered. Only those categories are listed which had 25 percent or more of the participants stating they remembered something that could be classified under the categories.

Publications and categories of ideas remembered	Percent remembering
Betty Saves Money by Shopping Once a Week (N=40)	
Save money and time by shopping once a week	60
Betty Saves Money on Canned Foods (N=35)	
Cheaper to buy store brands than name brands	54
Money Saving Main Dishes (N=35)	
Liked the recipes, ideas, and menu suggestions in bulletin (or cook book)	37
Surplus Food Recipes (N=37)	
How to make the master mix	32
Your Child from 1 to 3 (N=24)	
How to care for or cope with pre-school children	33
Specific suggestions for caring for pre-school child	25
Recipe sheet-- Making Play Dough (N=28)	
How to make play dough	47
Recipe sheet--Making Finger Paints (N=19)	
How to make finger paints with materials you have in house	58
Betty Learns Alice's Storage Secrets (N=35)	
Use of step shelves and peg board	25
Betty Learns About Detergents (N=45)	
Check price of detergents--middle size may be best buy	38
Removing Stains from Fabrics (N=38)	
How to remove different stains from clothes	35
A Picture for Your Room (N=31)	
Cut out pictures from magazines, books, calendars, or Christmas cards	36
A Frame for Your Picture (N=25)	
How to frame pictures with boxes and box covers	56
Pillows Large and Small (N=33)	
How to make pillows	37
How to make pillow covers	30
Storage Here and There (N=25)	
How to store different things	36
How to cover boxes to use for storage	28

Publications and categories of ideas remembered	Percent remembering
Buying by Size Not Age (N=34)	
Buying children's clothes by size not by age	47
Alice Hill Buys Cindy a Dress (N=33)	
Buy simple dresses rather than fancy, buy easy to care for, practical and comfortable ones	40
I Wonder What My Parents Know About My Feet (N=33)	
Buy shoes large enough for feet to have space to grow	27
Shoes should be ½ size larger than foot	27
Children's feet do not stop growing until 20 years of age	27
What You Should Know About Your Child's Foot Health (N=20)	
Each child should be checked once a year by a foot doctor	60

Interviewing to obtain statements that are concrete and significant in answer to the question, "What do you remember about a publication?" is difficult. Some of the answers recorded were little more than a repetition of the title of the publication or so general they hardly indicate anything very important. On the other hand some of the ideas remembered were important, such as, cheaper to buy store brands than name brands; how to make the master mix; specific suggestions for caring for pre-school child; how to make play dough; how to make finger paints with materials you have in the house; cut out pictures from magazines, books, calendars, or Christmas cards; how to frame pictures with boxes and box covers; buy simple dresses rather than fancy, buy easy to care for, practical, and comfortable ones.

Pre- and Post-testing of Knowledge of Participants

A test consisting of 68 items was developed for use in pre- and post-testing of the participants on the subject matter of the seven home economics lessons. This same test was also used as post-test for the Family Service Aides who had already been trained before the evaluation study was initiated

Publications and categories of ideas remembered	Percent remembering
Buying by Size Not Age (N=34)	
Buying children's clothes by size not by age	47
Alice Hill Buys Cindy a Dress (N=33)	
Buy simple dresses rather than fancy, buy easy to care for, practical and comfortable ones	40
I Wonder What My Parents Know About My Feet (N=33)	
Buy shoes large enough for feet to have space to grow	27
Shoes should be ½ size larger than foot	27
Children's feet do not stop growing until 20 years of age	27
What You Should Know About Your Child's Foot Health (N=20)	
Each child should be checked once a year by a foot doctor	60

Interviewing to obtain statements that are concrete and significant in answer to the question, "What do you remember about a publication?" is difficult. Some of the answers recorded were little more than a repetition of the title of the publication or so general they hardly indicate anything very important. On the other hand some of the ideas remembered were important, such as, cheaper to buy store brands than name brands; how to make the master mix; specific suggestions for caring for pre-school child; how to make play dough; how to make finger paints with materials you have in the house; cut out pictures from magazines, books, calendars, or Christmas cards; how to frame pictures with boxes and box covers; buy simple dresses rather than fancy, buy easy to care for, practical, and comfortable ones.

Pre- and Post-testing of Knowledge of Participants

A test consisting of 68 items was developed for use in pre- and post-testing of the participants on the subject matter of the seven home economics lessons. This same test was also used as post-test for the Family Service Aides who had already been trained before the evaluation study was initiated and hence could not be pre-tested. As noted earlier, the test was an objective one with true-false, multiple-choice and fill-in-blanks answers called for. The number of questions applicable to each of the seven home economics lessons varied from eight to 12. The segregation of the questions by lessons made it possible to calculate scores for persons who attended some lessons but were absent from others.

Both pre- and post-tests were obtained from 32 of the participants.[1] A pre- and post-test score was calculated for each of these participants irrespective of their attendance. Since the lesson sessions were discussion groups, it was thought that a wide range of subject matter might be covered and it would not be entirely misleading to present a total score for both the pre- and post-tests.

The mean percent score including all items in the test for the 32 participants on the pre-test was 71.8 and on the post-test was 82.1, a gain of 10.3 percent points (Table 9). This difference between the two mean scores when tested was significant at .0005 (one-tail test) or .001 (two-tail test).[2] On the pre-test the scores ranged from 39 to 89, while on the post-test the range was from 43 to 97. On the pre-test 34 percent of the participants had percent scores under 70 but on the post-test only 12 percent had scores under 70. While on the pre-test no one had a score in the 90 - 99 percent category, on the post-test 25 percent fall in this category.

Fifteen percent of the 32 made gains in percent points from

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[1] The Family Service Aides were instructed not to mention to the participants that a post-test would be given at the end of the series of lessons. There is no way of knowing how well these instructions were followed. All of the 32 participants from whom both pre- and post-tests were obtained were among the participants who were interviewed by the Aides at the end of the series of lessons.

[2] In the study .05 was chosen as the probability level for indicating significance. With the exception of the data presented in footnote 1, page 50 (see Appendix G for formula) the mean differences in the study were tested by the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Table 9

Number and Percentage Distribution of 32 Participants
Taking Both Pre- and Post-tests
According to Percent Scores on All Test Items

Percent score	Pre-test		Post-test	
	Number	Percent	Number	Percent
30 - 39	1	3	0	-
40 - 49	1	3	1	3
50 - 59	4	12	0	-
60 - 69	5	16	3	9
70 - 79	12	38	7	22
80 - 89	9	28	13	41
90 - 99	0	-	8	25
Total	32	100	32	100

Mean percent score 71.8 82.1

P for t of mean difference $< .001$ (two-tail test)
$< .0005$ (one-tail test)

the pre- to post-test ranging from 21 to 48 points. Only two participants made less, -4 percent points each on the post-test compared to the pre-test.[1]

A more conservative but perhaps more accurate approach to analyzing the pre- and post-test scores of the participants was to calculate a percent score for only those lessons which each one reported having attended. The pre- and post-test percent scores as thus calculated are presented in Table 10. The mean pre-test score was 70.5 and the mean post-test score, 82.0. The mean number of percent points of gain was 11.5. The difference between the two mean scores was significant at .0005 (one-tail test) or .001 (two-tail test). Thirty-nine percent of the 31 participants who indicated that they attended one or

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[1] Actually pre-tests were obtained from 60 participants and post-tests from 45. The mean percent score on the pre-test for the 60 was 66.9 and on the post-test for the 45, 80.8. The difference between the two means was significant at less than .001 (see Appendix G, Table 1 for distribution).

Table 10

Number and Percentage Distribution of 31 Participants Taking Both Pre- and Post-tests According to Percent Scores on Test Items for Lessons Attended

Percent score	Pre-test		Post-test	
	Number	Percent	Number	Percent
30 - 39	0	--	0	--
40 - 49	3	10	1	3
50 - 59	4	13	1	3
60 - 69	5	16	2	6
70 - 79	12	39	6	20
80 - 89	5	16	12	39
90 - 99	1	3	8	26
100	1	3	1	3
Total	31[a]	100	31[a]	100
Mean percent score	70.5		82.0	

P for t of mean difference $< .001$ (two-tail test)
$< .0005$ (one-tail test)

[a] One of the 32 with both pre- and post-tests did not indicate that she attended any classes and hence she has been omitted from these data.

more classes had percent scores on the pre-test which were under 70, but this was true for only 12 percent of the participants on the post-test. On the other hand, while only six percent of the women had pre-score percentages in the 90 to 100 category, 29 percent fell in this category on the post-test. Fifteen percent of the 31 participants gained from 21 to 48 percent points. Three lost percent points, i. e., -1, -2, and -8 points, on the post- compared to the pre-test.

The knowledge test consisted of 68 items four of which offered opportunities for three correct answers each. Thus the test could be said to contain 76 items and this is the number used in this discussion of test items. Gains in frequencies (or percentages) of those having correct answers on the post-test compared to those having correct answers on the pre-test that were significant at .05 or less level (one-tail test) occurred for the following 14 items:

No. of item in test	Item	Number and percent giving correct answer				Differences between tests		Probability of difference occurring by chance (one-tail)[1]
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
1	A storage device which can be used to improve storage of dishes (N=25)[2]	13	52	19	76	6	24	$< .025$
3	The prepared food which is less expensive to buy than it is to make (N=24)	13	54	19	79	6	25	$< .05$
4	The method of putting a cuff on a sock (N=22)	15	68	20	91	5	23	$< .05$
11	Liquids in which rice can be cooked (N=23)	11	48	21	91	10	43	$< .005$
14	Whether or not muted colors provide a satisfactory background for a room (N=25)	14	56	23	92	9	36	$< .01$
29	The person a seven year old girl likes to copy in her dress (N=22)	13	59	19	86	6	27	$< .05$
33	The age at which a child's foot is fully developed (N=22)	13	59	19	86	6	27	$< .025$
36	For which meals rice is a good food (N=23)	16	70	21	91	5	21	$< .05$
39a	The three aspects any color has--hue (N=25)	2	8	15	60	13	52	$< .0005$

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[1] Tested by the following formula:

$X^2 = \frac{(|A - D| - 1)^2}{A + D}$, Psychological Statistics by Quinn McNemar, (New York: John Wiley & Sons, Inc., 1949), p. 207. For the application of this formula those participants who are included must have taken both the pre- and post-test.

[2] The N's for these items vary because for each individual only those test items relating to the classes which she attended were used.

No. of item in test	Item	Number and percent giving correct answer				Differences between tests		Probability of difference occurring by chance (one-tail)
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
43	Method for removing spots and stains when washing (N=23)	16	70	21	91	5	21	$< .05$
45	From what shortening can be made (N=23)	14	61	20	87	6	26	$< .025$
51	Whether or not a stain is removed by working from inside of garment (N=23)	14	61	21	91	7	30	$< .05$
63	A requirement for trim on children's clothing (N=22)	13	59	19	86	6	27	$< .025$
68b	The three items recommended for removing grease stains--Carbona (N=23)	9	39	18	78	9	39	$< .01$

These 14 items are the ones which reflect the significant learning of the participants. On the pre-test 9 of the 14 items were answered correctly by less than 60 percent of the participants but only two of them were answered correctly by a percent that was under 40. The list provides those concerned with the subject matter of the program with an opportunity to consider whether these kinds of knowledge are the ones which are of first importance for the learners.

The thirty test items on which there was no or little (gain of 1 or loss of 1 in number) change in correct answers are listed below:

No Change in Correct Answers

No. of item in test	Item	Number and percent giving correct answer			
		Pre-test		Post-test	
		No.	%	No.	%
16	Whether or not stockings should fit snugly (N=22)	7	32	7	32
17c	The three basic ways to sort clothes for laundering--soil (N=23)	9	39	9	39

No. of item in test	Item	Number and percent giving correct answer			
		Pre-test		Post-test	
		No.	%	No.	%
19	What oleo is made from (N=23)	22	96	22	96
30	Whether or not the real effects of play on grown-ups and children are the same (N=25)	14	56	14	56
38	How one determines temperature of wash water (N=23)	23	100	23	100
40	Whether or not children should have a specific place for their toys (N=25)	25	100	25	100
42	A criterion for selecting a growing girl's dress (N=22)	22	100	22	100
44	Whether or not a large amount of color is restful (N=25)	19	76	19	76
49	Whether or not rolled wheat may be used in same way as rolled oats (N=23)	23	100	23	100
55	Whether or not the large economy box of detergent may be more expensive (N=23)	10	43	10	43
59	Whether or not very dirty spots can be taken care of after washing (N=23)	20	87	20	87
60	What pre-schoolers like in their books (N=15)	14	93	14	93
64	The best way to prevent a pre-school child from hurting himself (N=15)	15	100	15	100

Gain of One in Correct Answers

No. of item in test	Item	Number and percent giving correct answer				Differences between tests	
		Pre-test		Post-test			
		No.	%	No.	%	No.	%
7	Whether or not one should shop for prepared food when hungry (N=24)	20	83	21	88	1	5
9	The requirements of a pre-school child for conversation (N=15)	13	87	14	93	1	6

No. of item in test	Item	Number and percent giving correct answer				Differences between tests	
		Pre-test		Post-test			
		No.	%	No.	%	No.	%
10	The requirement for good color in one's room (N=25)	24	96	25	100	1	4
12	Whether or not children's shoes should be ½ inch longer than foot (N=22)	21	95	22	100	1	5
15	What kind of flour is used to make bread (N=23)	12	52	13	57	1	5
22	The most restful color combinations for a bedroom (N=25)	22	88	23	92	1	4
28	Whether or not shopping daily for groceries is recommended as a way of saving money (N=24)	21	88	22	92	1	4
37	Whether or not elastic in children's slacks should be stitched to garment three times (N=22)	21	95	22	100	1	5
47	If protein food stains should be allowed to dry before removal (N=23)	21	91	22	96	1	5
52	The effect on appearance of size produced by light walls in a room (N=25)	24	96	25	100	1	4
53	What should be stored in fireproof storage devices (N=25)	22	88	23	92	1	4
58	Whether or not impulse buying is buying without plan (N=24)	22	92	23	96	1	4
65	Whether or not storage needs in the home change very little (N=25)	18	72	19	76	1	4
68a	The three items recommended for removing grease stains--cigarette lighter fluid (N=23)	12	52	13	57	1	5

Loss of One in Correct Answers

No. of item in test	Item	Number and percent giving correct answers: Pre-test No.	Pre-test %	Post-test No.	Post-test %	Differences between tests: No.	%
20	Whether or not all labels should be read by buyer (N=22)	21	95	20	91	-1	-4
34b	Three criteria for a good toy--help teach something (N=15)	11	73	10	67	-1	-6
48	Whether or not room accessories should be used for decoration only (N=25)	21	84	20	80	-1	-4

Of the 30 items included in the above three classifications, 80 percent or more of the participants gave correct answers on the pre-test for 21 of the items. It would appear, therefore, that these 21 items are primarily those which the participants already knew. The Aides and the agents training them should consider eliminating the topics with which these items are concerned. Of course, it is also possible that these test items were so stated that the participants could scarcely miss the correct answers.

Of the 32 items exclusive of those in the preceding three classes and of the 14 that showed a significant change in number of participants giving correct answers when the pre- and post-tests are compared, 10 items had 80 percent or more of the participants giving correct answers on the pre-test. These ten items (see Appendix H) should be examined for possible deemphasis in teaching. Again, however, it should be recognized that the items may have been so stated that they failed to constitute a real test of the participant's knowledge.

The Family Service Aides Involved in the Evaluation

Number of Family Service Aides and Lessons Taught

At the beginning of the series of lessons on which this study focuses 18 Family Service Aides were employed to conduct the classes. Fifteen of these Aides taught all or some of the seven home economics lessons and some of them also arranged from one to four resource lessons for their participants. One of these 15 Aides resigned after three lessons and the group was discontinued. Another who had been teaching alone resigned after three lessons and the group was completed by two other Aides. Three of the 18 Aides resigned without conducting any classes in the series.

In the past as in this series the program had called for 10 different lessons including both home economics and resource lessons. At the beginning of the evaluation series seven different home economics lessons were planned for each participating township. Classes were actually held in eight townships. In six of the eight townships all seven lessons were taught; in one, six; and in another, three. In two of the townships two groups of women were involved. As a part of the series the Aides in one township had four different resource lessons and those in another, three. The remaining four townships which had resource lessons had either one or two different lessons. Five of the county's 13 townships participating in the Rural Community Action Program and the City of Plattsburgh had no classes in the evaluation series of lessons.

Only half of the places where the classes were held had two rooms. This must have presented a problem for teaching in those instances where children were brought along and turned over to one of the Aides for supervision or babysitting.

Below is a tabulation that summarizes for the evaluation series of lessons the places, number of Family Service Aides, and classes involved:

Townships where classes were held	Number of aides involved	Number of different lessons taught	Number of different resource lessons taught	Place at which taught
Schuyler Falls	2	7[1]	2	Church hall--two rooms
Plattsburgh	3[2]	7	2	Privately owned garage--one room
Champlain	2	6 for each of two groups	3[3]	School lunchroom and adjacent room
Black Brook	1	3	-	Care Center--a one room building
Altona	1	7 for each of two groups	2[3]	Church hall--two rooms
Beekmantown	2	7	1	Care Center at fire station--one room
Clinton	2	7	4	Care Center--two rooms
Chazy	2	7	-	Old fire station--one room

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[1] The obtainable information conflicted on this number; however the evidence seemed to favor seven.

[2] One of these Aides who had been teaching alone resigned after three lessons and the series was completed by the other two.

[3] No information was obtained as to whether or not each of these resource lessons involved both groups.

Comparative Characteristics of Family Service Aides, Participants and Similar Elements of County Population[1]

Place of residence. The Family Service Aides and the participants were both predominantly rural nonfarm residents with little difference between them (Table 11). While almost three fourths of both the Aides and the participants were from rural nonfarm places, only a little over half the county's population was rural nonfarm in 1960.

Tenure. Seventy-two percent of the Aides and 68 percent of the participants were from households which owned their place of abode (Table 11). In the case of the total county population 61 percent of the 1960 households and of the rural population 68 percent lived in dwellings that were owned.

Age. The average (median) age of the Aides, participants and females 15 years of age and over in the county's total as well as rural population differed very little (Table 11).

Years of school completed. The average (median) number of years of schooling completed by the Family Service Aides was two years more than that completed by the participants, 11.2 compared to 9.2 (Table 11). The average (median) years of school completed by females 25 years of age and over in the county's total 1960 population was 10.7. Thus, the Aides were slightly above the average for total females 25 years of age and over but the participants were below that average. The median years of schooling completed by the husbands of the participants was 8.0 years compared to a median of 9.5 for males 25 years of age and

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[1] If available, both rural and total population data for the county are used. The rural data were used because most of the participants and all of the Aides were from the county's rural population.

Table 11

Comparative Socio-economic Characteristics of Family Service Aides, Participants in Classes, and County's Total and Rural Population

Characteristics	Family Service Aides	Participants in classes	Clinton County[a]	
			Total	Rural
Place of residence	(N=18)	(N=70)		
Urban--percent	--	5	34	--
Rural nonfarm--percent	72	70	56	--
Farm--percent	28	25	10	--
Tenure of households	(N=18)	(N=68)		
Owner--percent	72	68	61	68
Renter--percent	28	32	39	32
Age of women	(N=18)	(N=71)		
Median	38.8	37.2	36.7[b]	36.0[b]
Years of school completed	(N=18)	(N=70)		
Median for women	11.2	9.2	10.7[c]	--
Median for husbands of participants	--	(N=60) 8.0	9.5[d]	--
Special training received		(N=70)		
Yes--percent	No info.	26	--	--
Special training received--husbands		(N=60)		
Yes--percent	No info.	25	--	--
Marital status	(N=18)	(N=71)		
Percent married and living with husband	83	86	66[e]	72[e]
Family size	(N=18)	(N=71)		
Mean	5.7	5.0	--	--
Household size	(N=18)	(N=71)		
Mean	5.8	5.5	3.7	3.9

Employment of husbands	(N=15)	(N=59)		
Occupation, class with highest percent	Operatives 40%	Laborers 18%	Operatives 17%[f]	Operatives 19%[f]
Occupation, class with second highest percent	Craftsmen 13%	Farmers 17%	Craftsmen 15%[f]	Craftsmen 15%[f]
	Laborers 13%	Operatives 17%		
	Service 13%			
Mobility	(N=18)	(N=60)		
Mean number of moves per year for married women	.2	.3	--	--
	(N=18)	(N=63)		
Mean number of years at present dwelling of married women	8	12	--	--
Estimated net family income	(N=18)	(N=61)		
Median	$4,786 (1966)	$4,023 (1966)	$5,165 (1959)	$4,938 (1959)
Percent with net income under $2,500	11	24	--	--
Formal participation score	(N=18)	(N=66)		
Mean	4.7	1.1	--	--
Organization with highest percent of members	Church 78%	Church 42%	--	--

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[a] Data are from 1960 U. S. Census and for 1960 unless otherwise stated.

[b] Women 15 years and over.

[c] Females 25 years and over.

[d] Males 25 years and over.

[e] Females 14 years and over.

[f] Males 14 years of age and over in the labor force (employed and unemployed minus type of job not specified).

over in the county's total population.[1]

Marital status. About the same percentages of Aides (83) and participants (86) were married and living with their husbands (Table 11). However, for females 14 years of age and over in the total 1960 population the percent married and living with husbands was 66 and in the rural population 72. This disproportionate number of married women with husbands for the participants as well as the Aides is to be expected since the home economics program was directed to homemaking and hence housewives.

Family and household size. The average (mean) size of families from which the Aides came was 5.7 compared to 5.0 for the participants (Table 11). Comparable datum is not available for the county's total and rural 1960 population. The average (mean) size of the households from which the Aides came was 5.8 compared to 5.5 for the participants. Both of these averages were above those for the total and rural population of the county in 1960.

Employment of husbands. Forty percent of the husbands of the Aides were employed as operatives which was by far the highest percent of husbands falling in any one occupational group (Table 11). For the husbands of the participants the occupational class with the highest percent was laborers (18 percent). In both the county's total and rural 1960 labor force 14 years of age and over, operatives was the class of males which had the highest percent (17 and 19 respectively), but these percentages were very much smaller than that for the husbands of the Aides who had this class as the one with the highest percent.

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[1] Since in a few instances years of special training may have been included in years of school completed by the participants and their husbands, it might be that their medians could have been influenced by these additional years which are not included in U. S. Census medians but it is doubtful this occurred often enough to have made any difference. At least this is the position taken in this analysis.

Mobility. Over the years the participants appear to have moved slightly more frequently than the Aides, .3 moves per year compared to .2 (Table 11). However, in terms of recent mobility, the average married participant had resided in her present dwelling longer than the average Aide, 12 years compared to 8 years. In the case of the Aides, number of years of marriage did not seem to affect the mobility indices to any great extent so that their averages are probably more indicative of the situation for the group as a whole than for the participants (see page 33).

Estimated net family income. The average (median) net family income of the Family Service Aides was $4,786 (1966 estimate) compared to an average (median) of $4,023 (1966 estimate) for participants to $5,165 (1960 Census estimate) for all county families, and to $4,938 (1960 Census estimate) for the county's rural families (Table 11). Thus, while the Aides had larger average family incomes than the participants both were below the total county average and the county's rural average, although their averages were closer to the latter than to the total.

Formal participation score. This score is the sum of the number of formal organizations to which one belongs plus the sum of offices held times three. The Aides had a somewhat higher mean participation score, 4.7, than the participants, 1.1 (Table 11). The data are not available for the county's total and rural population. The organization with the highest percent of membership was the church for both Aides and participants, although the percent for the Aides was almost twice that for the participants.

Knowledge Level of Family Service Aides

When the study was initiated, the Family Service Aides had already been trained by the Extension home economist. The Aides had also taught subject matter in previous classes. The knowledge test that was developed for pre- and post-testing participants was given the Aides before they started the series of lessons with which this evaluation is concerned. This testing had two purposes: 1) to ascertain the knowledge level of the Aides, and 2) to train the Aides for giving the test to their participants. While not designated in advance as a purpose, a by-product of the testing was what could be called refresher training of the Aides on the subject matter that they were shortly to teach the participants.

Eighteen Aides took the test. Their mean percent score was 86.0, a remarkably high average. The distribution of the 18 Aides according to the percent scores is presented in Table 12.

Table 12

Number and Percent Distribution of 18 Family Service Aides According to Percent Score on Knowledge Test Relating to Seven Subject-Matter Areas Which They Were Expected to Teach

Percent scores on knowledge test		Number of Aides	Percent of total
70 - 79		2	11
80 - 89		12	66
90 - 99		3	17
100		1	6
Total		18	100
Mean	86.0		

Only two, or 11 percent, of the 18 made percent scores under 80, and 4, or 23 percent, had scores of 91 or more. One made a perfect score of 100.

For the 68 items in the knowledge test the possible number of correct answers was 76 since each of four items called for three correct answers. The items for which more than five Aides had incorrect answers follow:

Items	Number of participants giving incorrect answers
For what the best storage space should be used	14
The three aspects any color has	
a. Value	13
b. Intensity	12
c. Hue	9
Whether or not child-rearing authorities advise against punishing children physically	9
The nutrient in which peanut butter is rich	9
What kind of flour is used to make bread	8
A requirement for trim on children's clothing	6

The large number (14) of incorrect answers for best use of storage space may have resulted from confusion as to what was meant by storage. The large number of incorrect answers for the three aspects of any color is not unexpected. The item is certainly academic, and its importance to the Aides or the participants might very well be questioned. Perhaps the number giving an incorrect answer for the item on the advice child-rearing authorities give concerning the physical punishment of children reflects the confusion which people have about what the authorities say. Explanations for the number of incorrect answers for the other items are not especially obvious.

Recruitment of Participants by Family Service Aides

This recruitment activity is crucial in conducting an educational program with disadvantaged people. It is the first stage in their becoming involved. Because this activity was considered important, the Family Service Aides were asked to record by means of taped interviews accounts of their experience in recruiting specific participants who were to be included in the study plus a general statement about their total recruiting experience.[1] Each Aide who gave recorded accounts of her expeience with specific participants was provided a brief outline of topics to follow. Since the Aides worked in pairs the participants whom each pair had recruited were assigned randomly to each member of the pair so that each had from two to five individuals about whom she gave an account.[2] Usually this random assignment meant that every other one on each pair's list of recruits was included. If the number of recruits was fairly large, a random selection was made so that each Aide had about four or five persons on whom to report. The 18 Aides reported their recruitment experiences with 77 women and in addition 17 Aides gave reports on their general experience with recruitment.

Content analysis was made of the recruitment accounts of the Aides. This analysis resulted in the following classification of the content of the accounts:[3]

	Number of mentions
1. Methods of contacting women	75
2. What told women about program	110
3. Positive reactions of women	96
4. Negative reactions of women	21
5. Excuses, blockages, etc., advanced by women	107
6. Concerns about costs, taxes, etc., shown by women	15
7. Awareness of agency responsible for program	6

---

[1] It should be pointed out that by no means did all of these potential participants who agreed to attend classes actually do so.

[2] One Family Service Aide did not have a partner at the time of the interview. The program had been discontinued in one township in which two of the Aides had worked. Women from a former class were used for their recruiting accounts.

[3] The number of various kinds of mentions falling in the different categories is not presented here, although the count of these was used as a guide in the discussion.

Methods of contacting women. The emphasis in the reports of the Aides was on house-to-house calling in their recruitment efforts. This resulted in the inclusion of some women who were not distinctly low-income. The Aides recognized this but justified it because the inclusion of women of lower-middle and middle income would help to prevent the program from being given a poverty label. The Aides also learned about women who agreed to participate through the women's relatives. They also contacted women who were their personal acquaintances. This is a good reason for the Aides being selected from the low-income or disadvantaged group. The Care Center Coordinator who was supposed to keep on the alert for potential participants also informed the Aides of women whom they should contact. Neighbors, friends, and acquaintances of possible participants also provided leads.

What women were told about program. The recruitment accounts gave a good indication that the Aides described their classes in terms that gave the potential participants an understanding of what was involved. They listed the specific topics to be considered and indicated that one meeting a week for 10 weeks would be involved. They described these meetings as classes for teaching and learning. Some referred to the fact that the classes would consider money saving. Others told about a resource lesson that was a visit to a local trade school where each woman would be given a hair dressing. They told the women that the Aides provided transportation to the meetings if they had none of their own. The women were also told that if necessary they could bring their children to the meetings and that, while one Aide taught, the other took care of the children.

Some of the Aides showed considerable insight in discussing their program with the women whom they visited. One avoided the use of the word, class, because she thought the women would shy away from this kind of association with formal schooling. Another described the meetings as an occasion for women to meet and exchange ideas. Still another said she would mention someone who had already agreed to participate and who was known by the person with whom she was talking. Some mentioned that they sought to interest women by pointing out that they could make a contribution to the group.

Positive reactions of women. The Aides reported that many of the women whom they contacted gave the appearance of being quite interested in the program which they were being offered. Some husbands were reported favorable and cooperative in getting their wives to participate.

Negative reactions of women. While these were not mentioned nearly so frequently as the positive reactions, the Aides reported that some women gave a negative response to their invitation to participate. In some instances the women would not even come to the door or would stop them at the door with a no-interest answer.

Excuses, blockages, etc. While generally the Aides found a fairly good reception to the recruitment efforts, whether the reactions were positive or negative they encountered many excuses and obstacles to participation. Among these were illness of some member of the family, husband's consent, employment, no felt need for more education (knew all wanted to know), considered themselves above level of those who might be expected to participate.

Since the Aides had already conducted classes, it was inevitable that their mention of excuses and blockages to participation should refer to problems of attendance after the women had agreed to participate. There was a large number of references which fell in the category of some kind of inertia and these usually had reference to attendance problems. The following sentences from the Aides' accounts illustrate this category:

> "But when you came to get them, they weren't there."
>
> "She came twice, so we enrolled her in the second series of classes and she didn't come at all, so I enrolled her in our third series; she came one night."
>
> "We had 37 enrolled in West Chazy when we started and we had our first class last night, but we only had four to show up."

"She said she would come but she hasn't yet."

"She never came to any of our classes and she said she would."

"We've dropped cards, we've phoned, she never was home."

"I couldn't get her to come, and I called for her six weeks in a row."

"She seems to be very talkative, but will say, 'yes,' but will not go to any classes."

Concern about costs, taxes, etc. The number of mentions relating to this category were not numerous. A few of the women contacted raised questions about the cost of the program, who was paying for it, and what would be its effect on taxes. A few also expressed the view that the program was charity or just for welfare or poverty.

Awareness of agency responsible for program. Very few of the women contacted raised any question or seemed to be concerned about who was conducting the Family Service Program.

Time Spent on Lesson Preparation

Of the 58 home economics lessons for which time used in preparation aside from training was reported, the mean number of minutes was 38. For the 12 lessons taught for the first time the mean number of minutes of preparation was 61, or about an hour and for the 46 lessons which had been taught before, the mean was 32 minutes, or a little over a half hour. For only one lesson taught the first time was less than 30 minutes used in preparation. Three lessons had from one and a half to three hours devoted to their preparation. Fourteen of the lessons that had been taught before had only 10 or 15 minutes devoted to their preparation, and only two lessons had more than an hour of preparation; these two had two hours each.

Time Spent on Teaching of Lessons

Most of the Aides reported on the amount of time they devoted to teaching the home economics lessons. For the 58 lessons on which reports were made, the time used in teaching was from one to one and a half hours for 84 percent, more than one and a half hours for nine percent, and less than one hour for only seven percent.

Care of Children Brought to Classes

The places at which the lessons were taught did not always provide a separate room for caring for the children who were brought along and for whose care one of the pair of Aides was responsible. For 27 of 57 lessons on which a report about a separate room for children was made, no children came. For 30 lessons to which children were brought in only nine instances were children kept in a separate room.

The Total Roster of Family Service Aides

During the entire Family Service Program which began in the early part of 1966, 48 women have been employed as Family Service Aides (Table 13). One of these who was newly employed had done no work. By April, 1967, 31 of the 48 had resigned, leaving a total of 17 employed at that time. For the sector of the program covered by the evaluation study, 15 different Aides put

Table 13

Number of Family Service Aides
Employed on Family Service Program

Items	Number
Number of Family Service Aides ever employed (April, 1966 - April, 1967)	48
Number of Family Service Aides resigned (April, 1966 - April, 1967)	31
Number of Family Service Aides employed (April, 1967)	17
Number of Family Service Aides who worked on sector of program evaluated (November, 1966 - March, 1967)	15

in some time.[1]

The reasons for the 31 resignations were:

		Number
1.	Unable to secure enrollment with resignation following supervisory pressure to show accomplishment	5
2.	Acceptance of another job	4[2]
3.	Dissatisfaction with the limit on number of hours could work[3]	3
4.	Disliked work or lost interest in it	3
5.	Husband required family car for his job	2
6.	Requested to resign because income was too high	2
7.	Pregnancy	2
8.	Personality conflict with partner plus discrepancy in mileage report	2
9.	Dissatisfied with number attending class, felt not doing a good job	1
10.	Involved in too many activities taking her from her family	1
11.	Moved away	1
12.	Care Center closed in her township and job discontinued	1
13.	Not enough time left to care for invalid mother	1
14.	Dissatisfied with wages	1
15.	Husband changed jobs, could no longer babysit, too expensive to hire a babysitter	1
16.	Personality conflict with partner	1
	Total	31

---

[1] Actually 18 were employed when the evaluation was initiated but three of these never taught any classes.

[2] One of these resigned to take a job but did not actually take it because of a family problem.

[3] Under 1967 - 68 program regulations Aides are limited to 10 hours per week.

There is no great amount of clustering around specific reasons. Inability to secure enrollment with resignation following supervisory pressure to show accomplishment was the most frequent (5) reason for leaving the job. This reason is followed in frequency (4) by acceptance of another job. Dissatisfaction with the limit on hours (to 10 per week) could work was the reason for three other resignations, and disliked work or lost interest in it accounted for another three.

The Aides who have resigned have usually entered unemployed status. Twenty-five of the 31 were in this status and six of the 31 were employed. Four of these six specifically resigned to take jobs. The occupational status of the Aides who have resigned was as follows:[1]

		Number
1.	Unemployed	25
2.	Township Care Coordinator	1
3.	Seamstress at women's garment factory	1
4.	Sales position at Sears-Roebuck	1
5.	Job at soap and perfume factory	1
6.	General office work	1
7.	Saleslady for Fuller brushes	1
	Total	31

Total Participation with Cost Input for Evaluation Series[2]

The Clinton County Family Service Program began its actual operations in May, 1966. The data for participation included in this study were collected up to the end of March, 1967 or through the third cycle of lessons.

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[1] Data are for first job taken after resigning.

[2] The data presented in this section are not entirely accurate because of the difficulties involved in the use of various records. Thus, an attendance record may have listed a woman under her husband's first name and a subsequent record would identify her under her own first name. Spelling of the same name also varied from one record to another. Determining corresponding periods for various types of cost also created difficulties.

Number Contacted and Participating

A total of 1,308 women were contacted by the Family Service Aides during the period from May, 1966 to March, 1967 (Table 14). Of these 1,308 women, 444, or 34 percent, were enrolled and attended one or more lessons in the three series; 237 or 18 percent, enrolled but never attended any lesson; 370, or 28 percent, were contacted and indicated for revisitation but had never been enrolled; 257, or 20 percent, were contacted but indicated no further interest.

Champlain Township has had the largest number of women (238) ever contacted and also the largest enrollment with attendance at one or more lessons in the three series (68). Champlain was followed fairly closely by Clinton in terms of number enrolled and attending one or more lessons (52) (Table 15). Altona and Ausable townships with a total of 81 and 48 women contacted respectively have had the largest percentages (52 each) of their

Table 14

Number and Percentage Distribution of Women Ever Contacted According to Status in Family Service Program (Three Series) May, 1966 - March, 1967

Status in program	Women ever contacted Number	Percent
Enrolled--attended at least one lesson	444[a]	34
Enrolled--no attendance	237	18
Contacted--to be visited	370	28
Contacted--not interested	257	20
Total	1,308	100

[a] Included are 28 who attended a resource lesson, a study-group party, or a test session. It is doubtful that some of these 28 women were ever really enrolled.

Table 15

Number and Percentage Distribution of Women Ever Contacted According to Status in Family Service Program (Three Series), by Townships: May, 1966 - March, 1967

	Status in program									
	Enrolled				Contacted					
	Attended one or more lessons		No attendance		To be visited again		No further interest		Total	
Township	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Altona	42	52	3	4	30	37	6	7	81	100
Ausable	25	52	19	40	2	4	2	4	48	100
Beekmantown	9	14	18	28	20	30	18	28	65	100
Black Brook	32	28	32	28	28	25	22	19	114	100
Champlain	68	29	50	21	84	35	36	15	238	100
Chazy	37	36	10	10	21	20	35	34	103	100
Clinton	52	39	15	11	27	20	39	30	133	100
Ellenburg	33	34	24	24	20	20	22	22	99	100
Mooers	37	26	25	17	54	38	28	19	144	100
Plattsburgh	35	40	16	18	16	18	21	24	88	100
Saranac	34	42	5	6	37	45	6	7	82	100
Schuyler Falls	40	35	20	18	31	27	22	20	113	100
Total	444	34	237	18	370	28	257	20	1,308	100

contacts enrolled and attending one or more lessons. Ausable Township has also had the largest percent (40) of women who enrolled but never attended any lesson. Chazy Township has had the largest percent (34) of women who were contacted but said they were not interested.

Attendance by Series

During the program period from May, 1966 - March, 1967, three lesson series have been conducted. The number and percentage of participants for whom information was available who had enrolled and attended at least one lesson in each of the three series was as follows:

	Number of participants who attended one or more lessons	Percent
First series: May - August, 1966	285	63
Second series: August - November, 1966	68	15
Third series: November, 1966 - March, 1967	101	22
Total	454[1]	100

Almost two thirds of the total number of participants who attended one or more lessons did so in the first series. The number in the second declined considerably but was up again in the third series, although it was less than half the number in the first series.

Most (92 percent) of the women who have enrolled and attended one or more classes have participated in only one series. However, seven percent enrolled and attended one or more lessons in two series and one percent had done this for all three series. Some of those who participated in two or three of the series probably did so because they were unable to attend all or some of the lessons in any one series.[2]

Attendance at Home Economics and Resource Lessons

The mean number of different home economics lessons attended by the 426 women who attended one or more lessons in the three series and on whom information was available was 3.3 (Table 16).

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[1] Women who attended two or three series are counted two or three times.

[2] The total used as a base for the percentages of this paragraph was 444 different individuals who enrolled and attended one or more lessons. For 27 of these women no information was available as to the series which they attended but from the data available it was considered approximately correct to classify them as attending only one series.

Table 16

Number and Percentage Distribution of Women Enrolled and Attending One or More Lessons in the Three Series According to Number of Different Home Economics Subject-matter Lessons Attended

Number of different home economics subject-matter lessons attended	Women enrolled and attending one or more lessons	
	Number	Percent
0	28	7
1	75	17
2	64	15
3	59	14
4	61	14
5	52	12
6	42	10
7	28	7
8	14	3
9	3	1
Total	426[a]	100
Mean 3.3		

[a] Number for whom information was available out of the 444 who had enrolled and attended one or more lessons in the three series. It is doubtful that some of the 28 who attended no home economics lessons were ever really enrolled.

Only seven percent of the women had never attended a home economics lesson. About one third (32 percent) of the women had attended only one or two lessons.

Sixty-six percent of the women for whom data were available and who attended one or more lessons in the three series had attended the lesson on Money Saving Meals and 65 percent had attended the lesson on Penny Snitchers (Table 17). Forty-nine percent had attended the lesson on Enjoying Your Preschooler and 47, the lesson on Storage. At the other extreme only seven percent had gone to a class on Shopping for Credit.

The mean number of different resource lessons attended by the 422 women who attended one or more lessons in the three

Table 17

Number and Percentage Distribution of Women Enrolled and Attending One or More Lessons in the Three Series According to Whether or Not Attended Specific Subject-matter Lessons

	Attended				Total	
	Yes		No			
Home economics lessons	No.	Percent	No.	Percent	No.[a]	Percent
Money Saving Meals	275	66	139	34	414	100
Penny Snitchers	268	65	144	35	412	100
Enjoying Your Pre-schooler	198	49	208	51	406	100
Storage Secrets	189	47	217	53	406	100
Taking the Blues Out of Laundering	168	41	238	59	406	100
Buying Children's Clothing	144	35	262	65	406	100
Freezing and Canning	69	17	337	83	406	100
Budget Ideas for Decorating	69	17	337	83	406	100
Shopping for Credit	28	7	378	93	406	100

[a] The totals are the number of women for whom information was available on specific home economics lessons out of the 444 who were enrolled and attended one or more lessons in the three series.

series and for whom information was available was 1.2 (Table 18). Thirty-nine percent of the 422 did not attend any resource lesson. Only four percent had attended as many as five or six of these lessons.

The visit to the Trade School and the resource lesson given by a nurse had the highest percentages (26 each) of attendance (Table 19). Graduation or picnic came next with 21 percent and mental health was next with 12 percent. For the remaining 13 resource lessons the percentages of attendance ranged from one to seven. Thus, on the whole the attendance at resource lessons has been fairly low.

Estimated Cost of Evaluation Series of Lessons

The approximate cost of operating the Family Service Program (exclusive of the Community Action Agency's overhead that might be allocated to the program and the salaries of the home

Table 18

Number and Percentage Distribution of Women Enrolled and Attending One or More Lessons in the Three Series According to Number of Different Resource Lessons Attended

Number of different resource lessons attended		Women enrolled and attending one or more lessons	
		Number	Percent
0		164	38
1		131	31
2		50	12
3		42	10
4		17	4
5		16	4
6		2	1
Total		422[a]	100
Mean	1.2		

[a] Number for whom information was available out of the 444 who had enrolled and attended one or more lessons in the three series.

economics agents who trained the Family Service Aides) for the period covering the evaluation series of lessons (from approximately November 1, 1966 to March 15, 1967)[1] is presented in the following tabulation:

Salaries of Family Service Aides	$1,657
Salaries of Training Consultants and secretary	2,790
Travel of Family Service Aides	736
Travel of Training Consultant	129
Supplies	957
Miscellaneous costs	87
Total	$6,356

---

[1] The period, November 1, 1966 to March 15, 1967, is stated as approximate because the classes started and ended irregularly and hence the actual time period for them varied. In view of this irregularity it was necessary to set arbitrary limits for items such as salary of Training Consultant and secretary, travel of Training Consultant, supplies, and miscellaneous costs.

Table 19

Number and Percentage Distribution of Women Enrolled and Attending One or More Lessons in the Three Series According to Whether or Not Attended Specific Resource Lessons

	Attended					
	Yes		No		Total	
Resource lesson	No.	Percent	No.	Percent	No.[a]	Percent
Trade School	110	26	310	74	420	100
Nurse (school or public health)	109	26	311	74	420	100
Graduation or picnic	87	21	333	79	420	100
Mental health	51	12	369	88	420	100
Lawyer, legal aid and advice	29	7	391	93	420	100
Head Start	20	5	400	95	420	100
Credit	19	5	401	95	420	100
First Aid	18	4	402	96	420	100
Christmas slides	17	4	403	96	420	100
Safety	15	4	405	96	420	100
Social worker	11	3	409	97	420	100
Striving for Independence	8	2	412	98	420	100
Medicaid	7	2	413	98	420	100
Salvation Army	5	1	415	99	420	100
Care Center	4	1	416	99	420	100
You as a Very Important Person	3	1	417	99	420	100
Sewing	2	1	418	99	420	100

[a] The totals are the number of women for whom information was available on specific resource lessons out of the 444 who had enrolled and attended one or more lessons in the three series.

Thus, the basic cost of the third series was a little over $6,000. If three series of lessons should be given per year the total annual basic cost would be around $19,000. The per capita cost for the 101 women who participated in one or more lessons of the third series was approximately $63.[1]

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[1] One hundred and one is the number of women listed in the Home Economics Division's card file on participants (see page 75).

Relating to the Future of the Program

Several questions in the interview schedule were designed to ascertain the interest and points-of-view of the participants relevant to their participation in subsequent teaching programs of the Home Economics Division.

Family Problems of Participants

The participants were told that in order to plan for teaching future classes it was important for those planning them to know what the more important problems of families are. As a way of finding out what these problems are each interviewee was asked to tell what were her three most serious homemaking problems. Twenty-two of the interviewees listed one problem, 14 listed two, and 10 listed three. Altogether 80 problems were mentioned. The problems and the number mentioning each are listed below:

Problems	Number of mentions
Child rearing (making children mind)	23
Budgeting with low income	10
Meal planning and cooking	10
Home management (use of time)	8
Sewing (making and remodelling clothes)	6
House cleaning and laundering	6
Family relationships (husband, wife, in-laws)	5
Inadequacy of home or equipment	4
Decorating	3
Inadequacy of homemaker (speaking English, driving car)	3
Health care	2

The three problems mentioned most frequently were child rearing, budgeting with a low income, and meal planning and cooking. Perhaps these three topics indicate the emphasis for depth around which future classes might be planned.

Each Family Service Aide was asked to write down the major homemaking problem of the woman whom she interviewed and who had enrolled in her class.[1] For the 51 women on whom the interviewers reported the problems and the number of women who were identified as having these problems are presented in Table 20. The most frequently listed problems were those concerned with finances or money. This kind of problem was considered by the Aides to be the major one for 15, or 29 percent, of the 51 women.

Table 20

Number and Percentage Distribution of Participants
According to Major Homemaking Problems
As Seen By Family Service Aide

Major homemaking problem	Participants Number	Participants Percent
Management of finances on low income	9	18
Management of money and related matters	6	11
Management of time	5	10
Poor health	5	10
Lack of facilities and/or crowded conditions	4	8
Confined at home too closely	3	6
Washing or clean clothes	3	6
Many problems	3	6
Handling children	2	4
Miscellaneous	6[a]	11
No serious problems	5	10
Total	51	100

[a] The following problems are included in this category with each problem being identified with one homemaker: Water containing oil and sulphur, baking, can't speak English well, how to care for plants, making over clothing and upholstering, and doesn't like to do housework.

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[1] Not all enrollees attended even one class.

Handicapped Members of Family

An attempt was made to get interviewees to indicate whether or not their households had any mentally or physically handicapped members. Admittedly to seek this information directly is sometimes difficult. Actually only eight households reported the presence of one or more handicapped persons. The following tabulation gives the number of different households according to classes of handicapped persons present:

Handicap	Number of different households
Cerebral palsy (one person in each household)	2
Retardation (one person in household)	1
Retardation and epilepsy (one person for each handicap)	1
Epilepsy and heart trouble (one person for each handicap)	1
Diabetes (one person in household)	1
Spastic spinal paraplegia (one person in household)	1
Back ailment (one person in household)	1
Total	8

Eight households out of 68 reporting having a total of 10 individuals with physical or mental handicap is a relatively small number and would suggest that there is no significant problem of handicapped persons among the families studied.

Choice of Subject Matter for Future Classes

A list of 14 topics plus other (for write-in) was prepared by the home economics agents and presented to the interviewees for their choice for future study groups. The topics ranked in order of percent of women choosing them follow:

Topic	Percent (N=69)
Beginning sewing	74
Making and purchasing curtains, drapes, and bedspreads	71
Refinishing furniture in natural finish	68
Remodeling used clothes	65
Painting furniture	61
Understanding between husband and wife	59
Home gardening	58
Pickling	54
Freezing foods	52
Flowers for the lawn	52
Canning foods	51
Care of house plants	49
Teenagers	42
Pre-school children	38
Other	36[1]

Beginning sewing is in first position with 74 percent of the 69 women making this choice. It is followed closely by making and purchasing curtains, drapes, and bedspreads with 71 percent and refinishing furniture in natural finish with 68 percent. Perhaps those who are concerned with planning future classes need to consider the problem lists given by the women and by the Aides before relying too much on the list of offerings which were presented to the interviewees.

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[1] Other included the following topics with the number of women mentioning each:

First aid	(5)
Cooking	(3)
Upholstering	(3)
Knitting	(3)
Making Christmas items for children	(2)
Knitting and crocheting	(1)
Knitting and crocheting and toy making	(1)
Bowling	(1)
Working with school	(1)
Hair styling	(1)
English and housekeeping	(1)
Handy woman	(1)
How to gain weight	(1)
Use of plastic bottles	(1)

Utilization of Mass Media

Almost all (97 percent) of 70 women reporting had television sets. Sixty-two percent of those having TV sets and reporting (N=68) indicated that they had at sometime watched the program, On the Local Scene, which is telecast from Plattsburgh and produced by the Home Economics Divisions of Clinton, Essex, and Franklin counties. Only seven percent of the 68 women had never heard of the program. A large percent (79) of the 62 women having a TV set and answering the question as to when they preferred to view a program giving homemaking information chose the PM part of the day and another eight percent had no preference for either AM or PM.

Of the 69 women reporting 85 percent had a radio. Two Plattsburgh stations, WIRY and WEAV had the largest percentages (36 each) of women who listen to them most often. Another seven percent indicate Plattsburgh and Malone stations as the ones listened to most often. Eleven percent listened most often to CFCF, a Canadian station. Fifty-four percent preferred to listen to radio in the AM part of the day and another 25 percent had no preference for either AM or PM.

Willingness to Participate in Future Classes

Those interviewees who indicated that they would like to have a class on one or more of 14 topics (plus other) were asked whether or not they would attend classes if neither transportation nor child care was provided as was currently being done. Only about half (49 percent) of the 68 women answering the question would attend under these circumstances.

APPENDIX A

PRE- AND POST-TEST WITH CORRECT ANSWERS INDICATED

1. A storage device which can be used in the kitchen to improve storage of dishes is: (check correct one)

a._____peg board

b._____cardboard boxes

c.__X__step shelves

d._____roll-away box

2. The best advice from authorities on child-rearing is never under any circumstance punish a child physically. (check correct one)

a._____True

b.__X__False

3. Which prepared food listed below is less expensive than if it were made at home? (check correct one)

a._____frozen cookie dough

b._____prepared sandwich spreads

c.__X__biscuit mix

4. The cuff on a sock should: (check correct one)

a._____be sewn on by machine

b._____be sewn on by hand

c.__X__not be sewn on but knitted on

5. The best guide to follow in selecting toys that a preschool child would enjoy is: (check correct one)

a._____to select expensive ones

b._____to select simple and expensive ones

c._____to select inexpensive ones

d.__X__to select simple and inexpensive ones

6. Potatoes and onions should be stored in small quantities near the: (check correct one)

a._____stove

b._____refrigerator

c.__X__sink

d._____washing machine

7. One should shop when hungry because she will be less likely to buy prepared food. (check correct one)

a._____True

b.__X__False

8. The label which federal law requires to be placed on manufactured garments must state: (check correct one)

a.__X__fabric content such as cotton, wool, nylon, etc.

b._____washability

c._____temperature for ironing

9. A pre-school child should be : (check correct one)

a._____talked to very little

b.__X__talked to often

c._____talked to only when he disturbs you

10. Good color in one's room requires: (check one considered most important)

a._____lots of money

b.__X__careful planning

c._____lots of time

11. Rice can be cooked in: (check correct one)

a._____water only

b._____milk only

c._____fruit juice only

d._____vegetable juice only

e.__X__all of the above

12. Children's shoes should be ½ inch longer than the foot to prevent cramping of toes. (check correct one)

a.__X__True

b._____False

13. The amount of detergent you use will depend on: (check correct one)

a._____the kind of machine you own only

b._____the hardness of the water only

c._____how soiled the clothes are only

d.__X__all of the above

14. Muted colors provide a satisfactory background (wall colors) for a room. (check correct one)

a.__X__True

b._____False

15. Flour that is used to make bread should be a: (check correct one)

a._____soft wheat flour

b.__X__hard wheat flour

16. Stockings should never be longer than the foot--they should fit snugly. (check correct one)

a._____True

b.__X__False

17. The three basic ways to sort clothes for laundering are: (fill in blanks)

a.____fiber content____

b.____color____

c.____amount of soil____

18. A large number of accessories in a room add to its attractiveness. (check correct one)

a._____True

b.__X__False

19. Oleo is made from: (check correct one)

a._____pork fat

b.__X__vegetable fat

c._____beef fat

20. All labels on clothing should be read by the buyer. (check correct one)

a.__X__True

b._____False

21. All brands of bleach are alike, thus it is not necessary to read the label. (check correct one)

a._____True

b.__X__False

22. Which of the following color combinations would be most restful in a bedroom? (check correct one)

a._____Red and red-orange

b._____Yellow and yellow-orange

c.__X__Blue and blue-green

d._____Red and white

23. Flour that is used to bake cakes should be a: (check correct one)

a.__X__soft wheat flour

b._____hard wheat flour

24. When buying clothes for children, one should buy primarily according to age not size. (check correct one)

a._____True

b.__X__False

25. When bleaching clothes the best time to add the bleach is: (check correct one)

a._____before we put the clothes in the machine

b._____after we put the clothes in the machine

c._____after we put the clothes in the machine and it is filled with water

d.__X__before we put the clothes in but when the machine is filled with water

26. If you want to make an object appear small which of these colors would be best to use? (check correct one)

a.__X__black

b._____red

c._____white

27. Cardboard boxes may be used to store all of the following except: (check correct one)

a._____toys

b.__X__birth certificates

c._____clothes

d._____cookbooks

28. Shopping daily for groceries is recommended as a way of saving money. (check correct one)

a._____True

b.__X__False

29. A 7 year old girl usually likes to own and wear clothes that are like: (check correct one)

a._____her mother's

b._____her brother's

c.__X__her girl friend's

d._____her grandmother's

30. The real effects of play on grown-ups and children are about the same. (check correct one)

a._____True

b.__X__False

31. Utensils such as spatulas, cooking forks, pancake turners, vegetable spoons should be stored near the: (check correct one)

a._____sink

b._____refrigerator

c.__X__stove

d._____cupboard

32. Which of the following is least expensive? (check correct one)

a._____grated cheese

b.__X__brick cheese

c._____sliced cheese

33. A child's foot is fully developed by the time he is: (check correct one)

a._____5 years old

b._____10 years old

c._____15 years old

d.__X__20 years old

34. Listed below are some things to look for in a toy. Check as many as you think make a good toy.

a.__X__can use it several ways

b._____must cost a good deal

c.__X__help teach something

d.__X__be safe and sturdy

35. Accessories should usually be selected so as to repeat the colors one has used in a room. (check correct one)

a.__X__True

b._____False

36. Rice is a good food for: (check correct one)

a._____breakfast only

b._____lunch only

c._____dinner only

d.__X__all of the above

37. The elastic in boys' or girls' slacks should be stitched to the garment at least three times. (check correct one)

a.__X__True

b._____False

38. When deciding upon the water temperature you should use for washing clothes, you should: (check correct one)

a._____ask your mother

b._____use only hot water

c._____use only cold water

d.__X__read the washing instructions on the garments you are washing

39. Any color has the following three aspects: (fill in blanks)

a. hue--shade

b. intensity--light or dark

c. value--brightness, dullness, greyness

40. Children should have a specific place to put their toys when they are finished playing with them. (check correct one)

a.__X__True

b._____False

41. Peanut butter is rich in: (check correct one)

a._____vitamin C only

b._____fats only

c._____iron only

d._____protein only

e.__X__fats and protein

f._____fats and iron

g._____vitamin C and iron

42. When selecting a growing girl's dress one should always make sure that the dress: (check correct one)

a._____is of a dark color

b._____has a large collar

c.__X__has a good width hem

d._____has no buttons

43. When washing one can remove spots and stains from clothing by: (check correct one)

a._____adding an extra amount of detergent to water

b.__X__rubbing liquid detergent on spots or stains

c._____adding a bleach to the water

44. A large amount of bright color is restful. (check correct one)

a._____True

b.__X__False

45. Shortening can be made from: (check correct one)

a._____vegetable fats only

b._____pork fats only

c._____beef fats only

d._____mutton fats only

e.__X__all of the above

46. We can save money at the supermarket if we shop when we have enough time. (check correct one)

a.__X__True

b._____False

47. Protein food stains such as blood, egg, milk should be allowed to dry before we try to remove them. (check correct one)

a._____True

b.__X__False

48. Accessories for a room, such as pillows, should be used for decoration only. (check correct one)

a._____True

b.__X__False

49. Rolled wheat may be used in family meals in much the same way that rolled oats are used. (check correct one)

a.__X__True

b._____False

50. Usually, store brands are less expensive than name brands. (check correct one)

a.__X__True

b._____False

51. When removing stains from clothing we should work on the inside of the garment thus forcing the stain out the way it came in. (check correct one)

a.__X__True

b._____False

52. Light walls will make a room appear: (check correct one)

a.__X__larger

b._____smaller

c._____have no effect on appearance of size

53. Fireproof storage devices should be used to store: (check correct one)

a._____dad's favorite gun

b._____your favorite recipe for brownies

c.__X__last year's income tax receipts

d._____your new hat

54. One can save money by buying a whole chicken and cutting it up herself rather than buying the chicken cut up. (check correct one)

a.__X__True

b._____False

55. The large economy box of detergent may cost you more per ounce than a medium size box of the same detergent. (check correct one)

a.__X__True

b._____False

56. A pre-school child may not mind you because he feels he is being bossed. (check correct one)

a.__X__True

b._____False

57. A good source of iron is: (check correct one)

a._____candy

b._____string beans

c.__X__raisins

d._____orange juice

58. Impulse buying is buying without a plan. (check correct one)

a.__X__True

b._____False

59. Very dirty spots can be best taken care of after washing. (check correct one)

a._____True

b.__X__False

60. Pre-schoolers like books that have: (check correct one)

a._____no pictures

b._____many words

c._____no pictures and many words

d._____many pictures and few words

e.__X__many brightly colored pictures and few words

61. Your best storage space should be used to store: (check correct one)

a._____out of season clothes

b._____hunting equipment

c.__X__your child's current school clothes

d._____magazines and papers

62. Last week brand X canned peas sold at 2 cans for $.50. This week brand X canned peas are on special for 4 cans for $1.00. This means that: (check correct one)

a._____you are saving money by buying the canned peas this week at 4 for $1.00

b._____you would have saved money last week by buying the canned peas at 2 for $.50

c.__X__the store owner has an overstock of brand X canned peas and he must get rid of them

63. Trim, such as buttons, lace, rick-rack, on children's clothing should be: (check correct one)

a.__X__easy to care for

b._____loosely sewn on

c._____on the front of the garment only

d._____only white in color

64. The best way to prevent a pre-school child from hurting himself is: (check correct one)

a._____to constantly tell him "no"

b._____to spank him if he gets his hand on something that could be harmful to him

c.__X__to put harmful objects out of his reach

65. Storage needs in the home change very little. (check correct one)

    a._____True

    b.__X__False

66. Dried split peas come in: (check correct one)

    a._____only the yellow variety

    b._____only the green variety

    c._____many varieties

    d.__X__yellow and green varieties

67. Children's clothes should have loose sleeves. (check correct one)

    a.__X__True

    b._____False

68. Which of the following are recommended for removing grease stains from clothes? (check as many as apply)

    a._____Crisco

    b.__X__Cigarette lighter fluid

    c._____Soap

    d.__X__Carbona

    e.__X__Renuzit

Name____________________________________

APPENDIX B

GUIDE FOR TAPE RECORDING OF RECRUITMENT EXPERIENCE

Enlisting Participation
(Use Tape Recording)

Name of Family Service Aide:________________________No.______

Name of participant:________________________________No.______

1. Describe for this enrollee how you got her to participate:

   a. How you found out about this person:

   b. How made contact to tell her of program:

   c. What you told her about program:

   d. If had small children, what told her about their care:

   e. What excuses did you have to deal with:

   f. What kind of decision about participation woman had made when you parted:

APPENDIX C

SCHEDULE FOR INTERVIEWING FAMILY SERVICE AIDES

Home Economics Program
in Clinton County

Schedule No.__________

Date__________________

Interviewer___________

Schedule for Family Service Aides

1. Name of Interviewee______________________________
2. Marital status (check one):
   - a.____Married
   - b.____Divorced or separated
   - c.____Widowed
   - d.____Single
3. Place of residence (check the one that best describes where you live):
   - a.____On a farm from which we get half or more of our income
   - b.____On a farm from which we get less than half of our income
   - c.____In the country but not on a farm
   - d.____In a village that has a population of less than 2,500
   - e.____In a village or city that has a population of 2,500 to 10,000
   - f.____Near the village of____________in a built-up or suburban area
   - g.____Near the city of____________in a built-up or suburban area
   - h.____In a city that has a population of 10,000 or more
4. Tenure
   - a. On farm:
     - 1)____Own house and all land
     - 2)____Own house and land but also rent other land
     - 3)____Own house but rent all land
     - 4)____Rent house or apartment but own all land (underline either house or apartment)
     - 5)____Rent house or apartment, own some land and rent some (underline either house or apartment)
     - 6)____Rent house or apartment and rent all land (underline either house or apartment)
     - 7)____Rent house or apartment only (underline either house or apartment
     - 8)____Other (describe as to house & land)__________

b. Not on farm:

1)_____Own house

2)_____Rent house or apartment (underline either house or apartment)

3)_____Other (describe)______________________________

5. Educational experience:

a. Years of schooling (circle highest grade completed):

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16

b. How many different courses in home economics have you had before teaching in this program?

1)_____High school

2)_____In college

3)_____In any type of adult education

4)_____Other:____

6. Age (check the age-group in which you fall):

a._____19 years and under

b._____20 - 24 years

c._____25 - 29 years

d._____30 - 34 years

e._____35 - 39 years

f._____40 - 44 years

g._____45 - 49 years

h._____50 - 54 years

i._____55 - 59 years

j._____60 - 64 years

k._____65 - 69 years

l._____70 - 74 years

m._____75 years and over

7. Information about family composition.

a. Children living at home

1) If no children at home, check here and go on to (b):_____

2) Males (list by giving age of each):_____ _____

_____ _____ _____ _____ _____

(circle any away from home in school)

3) Females (list by giving age of each):_____ _____

_____ _____ _____ _____ _____

(circle any away from home in school)

b. Children (married or unmarried) living away from home (include stepchildren)

1) If no children living away from home, check here and go on to (c)_____

2) Males (list by giving ages):_____ _____ _____ _____ _____ _____ _____

3) Females (list by giving ages):_____ _____ _____ _____ _____ _____ _____

c. Other relatives living with family (same house and board)

1) If no others as described in (c), check here and go on to (d)_____

2) Males (list by giving age of each):_____ _____ _____ _____ _____ _____ _____

3) Females (list by giving age of each):_____ _____ _____ _____ _____ _____ _____

d. Others (nonrelatives) living with family (same house and board)

1) If no others as described in (d), check here and go on to (e)_____

2) Males (list by giving age of each):_____ _____ _____ _____ _____ _____ _____

3) Females (list by giving age of each):_____ _____ _____ _____ _____ _____ _____

e. Other living in same house (have apartment, rooms, or room in house but have separate board)

1) If living in an apartment building not considered a separate house, do not fill out (3) and (4) but check here:_____

2) If (1) is not checked and there are no others as described under (e), check here:_____

3) Males (list by giving age of each):_____ _____ _____ _____ _____ _____ _____

4) Females (list by giving age of each):_____ _____ _____ _____ _____ _____ _____

f. If person is single without children, or other relatives or others dependent on her, check one:

1)_____Live alone

2)_____Live with relatives

3)_____Live with others (not relatives)

8. Employment

a. Do you work for pay (wages or salary) as an employee of someone? (check one)

1)_____Yes, work full-time (35 hours a week or more)

2)_____Yes, work part-time (less than 35 hours a week)

3)_____If yes, name of occupation (describe the job as specifically as possible--place and kind of work):______________________________

4)_____No, not at all

b. Are you self-employed (rent tourist homes, sew, etc.) from which you earn money, or do you work on the farm or in a family business from which you share the income but do not receive wages or salary? (check one):

1)_____Yes, I work full-time in one or more of the ways listed above (35 hours a week or more)

2)_____Yes, I work part-time in one or more of the ways listed above (less than 35 hours a week)

3)_____If yes, name of occupation (describe as specifically as possible--place and kind of work):

____

4)_____No, not at all

c. Occupation of head of household (husband)

1) Major occupation (describe the job as specifically as possible--place and kind of work):__________

____

(a) Number of hours devoted to per week:_____

2) Second occupation (describe the job as specifically as possible--place and kind of work):_____

____

(a) Number of hours devoted to per week:_____

d. If no husband in this household, occupation of person who is head (indicate whether mother, son, daughter, etc.)

1) Major occupation (describe the job as specifically as possible--place and kind of work):_____

____

(a) Number of hours devoted to per week:_____

2) Second occupation (describe the job as specifically as possible--place and kind of work):_____

____

(a) Number of hours devoted to per week:_____

9. Mobility:

   a. Date of first marriage:____________

   b. Number of moves (enter "0" if none) made since married (first marriage)____

   c. If have moved (see (b)), give date of last move (month and year)____________

   d. If single (no children, or other relatives or others dependent on her), number of moves since left parental home____; age left parental home____

10. Your membership in formal organizations:

a. Name of organization	b. Check if member (If none, enter "0")	c. Enter number of offices now holding (include committee chairmanships and Sunday school teacher or project leader in home demonstration unit) (If none, enter "0")
Home demonstration unit	____	____
County home demonstration executive committee	____	____
County extension association board of directors	____	____
Church or Synagogue	____	____
Sunday or Sabbath school	____	____
Other church organizations (list):		
____	____	____
PTA	____	____
Home Bureau	____	____
Grange	____	____
4-H leaders association or council	____	____
League of Women Voters	____	____
Sorority, Lodge, or Fraternal (list):		
____	____	____
Auxiliary of veterans (list):		
____	____	____
Women's Club	____	____
Garden Club	____	____
Sports or hobby (list):		
____	____	____
Other (list):		
____	____	____

11. Membership of children in 4-H:

a._____No. members now

b._____No. children of 4-H age (9 yrs. +) now

c._____No. members in past

d._____No. children of 4-H age (9 yrs. +) past

12. Income (check one of the following which comes closest to your total family (wife, husband, and other members combined) net income after farm or business expenses were deducted for the calendar year 1966--estimate for December):

a._____Less than $1,000

b._____$1,000 - 1,499

c._____$1,500 - 2,499

d._____$2,500 - 3,499

e._____$3,500 - 4,999

f._____$5,000 - 6,999

g._____$7,000 - 9,999

h._____$10,000 and over

13. How were you recruited for this program?____________________

____

APPENDIX D

SCHEDULE FOR INTERVIEWING PARTICIPANTS IN CLASSES

No.____

Date__________

Interviewer_______________

Home Economics Program in Clinton County

Schedule for Participants

Part I

1. What do you think about the helpfulness for your homemaking problems of the various lessons which you attended?

	(Check one)				
Lesson	(1) Did not attend	(2) Remember as very helpful	(3) Remember as giving some help	(4) Remember as not at all helpful	If either (2) or (3) is checked, state what idea you got that consider especially helpful and how used idea (write in interviewee's statement).
Penny Snitchers					Idea: Use:
Money Saving Meals					Idea: Use:
Enjoying Your Pre-schooler					Idea: Use:
Storage Secrets					Idea: Use:
Taking the Blues out of Laundering					Idea: Use:
Budget Ideas for Decorating					Idea: Use:
Buying Children's Clothes					Idea: Use:
Resource Lessons (write in names)					Idea: Use:
					Idea: Use:

2. We would like to ask you some questions about the bulletins, leaflets, and mimeographs which you were given for the different lessons. These questions are at the heads of the columns in the chart which we have given you.

	(1)		(2) If yes to (1) have you? (check one)					(3) If either (2)(a) or (2)(b) or (2)(c) is checked, what do you remember about it?
List of bulletins, leaflets, and mimeographs	Do you recall having received (check yes if recognize when shown, otherwise no*)		(d) Not read or glanced through	(c) Glanced through	(b) Read part of it	(a) Read all of it	Remember nothing (check)	State what remember
	Yes	No*						
1. Betty Saves Money by Shopping Once a Week								
2. Betty Saves Money on Canned Foods								
3. Money Saving Main Dishes								
4. Surplus Food Recipes (mimeo sheet)								
5. Your Child From 1 to 3 (mimeo sheet)								
6. Recipe sheet--Making Play Dough (mimeo sheet)								
7. Recipe sheet--Making Finger Paints (mimeo sheet)								
8. Betty Learns Alice's Storage Secrets								
9. Betty Learns about Detergents								

10. Removing Stains from Fabrics								
11. A Picture for Your Room (mimeo sheet)								
12. A Frame for Your Picture (mimeo sheet)								
13. Pillows Large and Small (mimeo sheet)								
14. Storage Here and There (mimeo sheet)								
15. Buying by Size, Not Age								
16. Alice Hill Buys Cindy a Dress								
17. I Wonder What My Parents Know about Feet								
18. What You Should Know About Your Child's Foot Health								

*If no is checked for a bulletin or leaflet, stop here for that publication.

3. Have you looked forward to attending the class meetings?

   a)_____Yes

   b)_____No

4. If yes to 3, will you tell me why?____________________

   ____

5. On which of the following subjects would you like to have a class if it was similar to the one you have been attending? (check as many as you would like to attend).

   a._____Beginning sewing

   b._____Remodeling used clothes

   c._____Refinishing furniture in natural finish

   d._____Painting furniture

   e._____Making and purchasing curtains, drapes, bedspreads

   f._____Freezing foods (food preservation)

   g._____Canning foods (food preservation)

   h._____Pickling (food preservation)

   i._____Care of house plants

   j._____Flowers for the lawn

   k._____Home gardening

   l._____Understanding between husband and wife (understanding your family)

   m._____Teenagers (understanding your family)

   n._____Pre-school children (understanding your family)

   o._____Other (write in)____________________

6. If you checked one or more or wrote in an other, would you attend the class or classes if neither transportation nor child care (babysitting) are provided?

   a)_____Yes

   b)_____No

7. The classes which you have attended were planned to help women with their homemaking problems. In planning them for the future a better job could be done if we really knew what the more important problems of families are. Will you please tell us what you consider your three most serious homemaking problems?

   1)____

   ____

   ____

2)____

3)____

Part II

1. Marital status (check one):

   a._____Married

   b._____Divorced or separated

   c._____Widowed

   d._____Single

2. Place of residence (check the one that best describes where you live):

   a._____On a farm from which we get half or more of our income

   b._____On a farm from which we get less than half of our income

   c._____In the country but not on a farm

   d._____In the village of_______________

   e._____Near the village of_______________ in a built-up or suburban area

   f._____Near the city of Plattsburgh in a built-up or suburban area

   g._____In the city of Plattsburgh

3. Tenure:

   a. On farm (check one):

      1)_____Own house and all land

      2)_____Own house and land but also rent other land

      3)_____Own house but rent all land

      4)_____Rent house or apartment but own all land (underline either house or apartment)

      5)_____Rent house or apartment, own some land and rent some (underline either house or apartment)

      6)_____Rent house or apartment and rent all land (underline either house or apartment)

      7)_____Trailer (indicate whether rent or own and whether on land rented, owned, or both)_______________

b. Not on farm (check one):

1)____Own house

2)____Rent house or apartment (underline either house or apartment)

3)____Trailer (indicate whether rented or owned and on land rented or owned)________________
____

4. Years of schooling (circle highest number completed and include public school and all other kinds of education or training):

a. You--

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16

b. Husband--

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16

5. What special training in addition to that received in public schools or colleges

a. You have had:

1)____________________

2)____________________

3)____________________

b. Your husband has had:

1)____________________

2)____________________

3)____________________

6. Age

a. Your age____

b. Husband's age____

7. Please give the following information about your family composition (if single, fill out for family living with and note your relationship--see (e) part of this question):

a. Children living at home

1) If no children at home, check here and go on to (b):____

2) Males (list by giving age of each):____ ____ ____ ____ ____ ____ ____ ____(circle any away from home in school)

3) Females (list by giving age of each):____ ____ ____ ____ ____ ____ ____ ____(circle any away from home in school)

b. Children (married or unmarried) living away from home (include stepchildren)

   1) If no children living away from home, check here and go on to (c):_____

   2) Males (list by giving ages):_____ _____ _____
      _____ _____ _____

   3) Females (list by giving ages):_____ _____ _____
      _____ _____ _____

c. Other relatives living with family (same house and board)

   1) If no others as described in (c), check here and go on to (d):_____

   2) Males (list by giving age of each):_____ _____
      _____ _____ _____ _____

   3) Females (list by giving age of each):_____ _____
      _____ _____ _____ _____

d. Others (nonrelatives) living with family (same house and board)

   1) If no others as described in (d), check here:_____

   2) Males (list by giving age of each):_____ _____
      _____ _____ _____

   3) Females (list by giving age of each):_____ _____
      _____ _____ _____

e. For single person, give full name of family for which gave above information and your relationship to it:

   1) Full name of family_____________________________

   2) Your relationship to the family_________________

8. Employment

   a. Do you work for pay (wages or salary) as an employee of someone? (check one)

      1)_____Yes, work full-time (35 hours a week or more)

      2)_____Yes, work part-time (less than 35 hours a week)

      3)_____If yes, name of occupation (describe the job as specifically as possible):_______________
      ____

      4)_____Do not work for pay for someone

b. Are you self-employed (rent tourist homes, sew, etc.) from which you earn money, or do you work on the farm or in a family business from which you share the income but do not receive wages or salary? (check one):

1)_____Yes, I work full-time in one or more of the ways listed above (35 hours a week or more)

2)_____Yes, I work part-time in one or more of the ways listed above (less than 35 hours a week)

3)_____If yes, name of occupation (describe as specifically as possible):

____

____

4)_____Not self-employed

c. Occupation of husband (see d. if no husband)

1) Major occupation (describe the job as specifically as possible; if unemployed or retired, indicate):

____

____

(a) Number of hours devoted to per week:_____

2) Second occupation (describe the job as specifically as possible):

____

____

(a) Number of hours devoted to per week:_____

d. If no husband in this household, occupation of person who is head (indicate whether mother, son, daughter, etc.; refer to 8a and/or 8b if already given)

1) Major occupation (describe the job as specifically as possible; if unemployed or retired, indicate):

____

____

(a) Number of hours devoted to per week:_____

2) Second occupation (describe the job as specifically as possible):

____

____

(a) Number of hours devoted to per week:_____

9. Mobility:

a.____Date of first marriage

b.____Never married

c.____Number of moves (enter "0" if none) made since married (first marriage)

d.____If never married, give number of moves since 21 years of age (enter "0" if none)

e.____If have moved [see (c)], give date of last move (month and year)

f.____If never married and have moved [see (d)], give date of last move (month and year)

10. Your membership in formal organizations:

a.	b.	c.
Name of organization	Check if member (If none, enter "0")	Enter number of offices now holding (include committee chairmanships and Sunday school teacher or project leader in home demonstration unit) (If none, enter "0")
Home demonstration unit		
County home demonstration executive committee		
County extension association board of directors		
Church or Synagogue		
Sunday or Sabbath school		
Other church organizations (list):		
PTA		
Home Bureau		
Grange		
4-H leaders association or council		
League of Women Voters		
Sorority, Lodge, or Fraternal (list):		
Auxiliary of veterans (list):		
Women's Club		
Garden Club		
Sports or hobby (list):		
Other (list):		

11. Give list of physically or mentally handicapped living in this household:

Write in mother, father, son, daughter, other relative, other occupant	Age	How handicapped

12. Is there a car or other means of transportation (as bus) available to you when you need it?

a)_____Yes

b)_____No

13. Do you have a television set?

a)_____Yes

b)_____No

14. If yes to question 13, do you ever watch the program, "On the Local Scene?" (appears on channel 5) (check one)

a)_____Yes

b)_____No

c)_____Never heard of it

15. If yes to question 13, when is the most convenient time for you to watch a television program that gives homemaking information? (Fill in time for one or both)

a)_____A. M.

b)_____P. M.

16. Do you have a radio?

a)_____Yes

b)_____No

17. If yes to question 16, what station do you listen to most often?_______________

18. If yes to question 16, when is the most convenient time for you to listen to a radio program that gives homemaking information? (Fill in time for one or both)

a)_____A. M.

b)_____P. M.

19. Do you have?

	(check)	
	Yes	No
a) A deep freezer (separate from refrigerator)	___	___
b) Automatic washer	___	___
c) Wringer type washer	___	___
d) An electric or gas dryer	___	___

Schedule No._____ Township____________________

20. Will you indicate the degree of your friendship for each of the following people who have been members of your class this winter.[1]

	Check one for each name			
Name	One of closest	An average acquaintance	Know very little	Really do not know
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				
9)				
10)				
11)				
12)				
13)				
14)				
15)				

---

[1] The data from this question are not included in this report because the groups were divided in such a manner that the information wasn't applicable.

Schedule No._____ Township____________________

21. Income (check one of the following which comes closest to your total family (wife, husband, and other members combined) net income after farm or business expenses were deducted for the calendar year 1966):

a._____Less than $1,000

b._____$1,000 - 1,499

c._____$1,500 - 1,999

d._____$2,000 - 2,499

e._____$2,500 - 2,999

f._____$3,000 - 3,499

g._____$3,500 - 3,999

h._____$4,000 - 4,499

i._____$4,500 - 4,999

j._____$5,000 - 5,499

k._____$5,500 - 5,999

l._____$6,000 - 6,499

m._____$6,500 - 6,999

n._____$7,000 - 7,499

o._____$7,500 - 7,999

p._____$8,000 - 8,499

q._____$8,500 - 8,999

r._____$9,000 - 9,499

s._____$9,500 - 9,999

t._____$10,000 and over

Post-teaching Information on Participants

(To be filled out by Family Service Aide
who interviews this person)

Name of Family Service Aide ______________________________

Name of participant ____________________________ No. ______

1. Will you write down for this homemaker what you found to be her major homemaking problem:

   ____

   ____

   ____

   ____

   ____

2. Do you think this woman received any help on this problem through the lessons in which she participated?

   1) _____ Yes

   2) _____ No

   3) _____ Don't know

   4) If yes will you state what you think the help was.

      ____

      ____

      ____

APPENDIX E
LESSON REPORT FORM

Family Service Aide's Report on Teaching[1]

Name________________ Lesson title: Penny Snitcher Lesson

Date taught:______________________

1. How much time did you use for actually teaching this lesson? (check one)

   a.____Less than 1 hour

   b.____1 to 1½ hours

   c.____More than 1½ hours

2. What teaching aids did you use? (check the ones used)

   ____Leader's Guide

   ____Penny Saves Money by Shopping Once a Week

   ____Penny Saves Money on Canned Foods

   ____Penny Snitcher Posters

   ____Grocery list

   ____Whole chicken or cold cuts

   ____Tang orange drink, or canned orange juice, or frozen orange juice

   ____Two packages of cereal

   ____Three cans of tomatoes

   ____Other, specify__________________________

3. A meeting place may help or hinder teaching. How appropriate was the meeting place for this lesson? (check one)

   a.____Excellent

   b.____Adequate

   c.____Inadequate

4. If children came with their mothers, were they kept in a separate room from that in which your teaching took place: (check one)

   a.____Yes

   b.____No

   c.____No children came with their mothers

---

[1] This report form was used for the home economics lesson on Penny Snitchers. The same form with appropriate changes for questions 2 and 7 was used for the other six home economics lessons.

5. How much time did you find it necessary to use in preparing for this lesson:

   a. If first time taught, enter time here:_____minutes

   b. If had taught before and had to review materials only, enter time here: _____minutes

6. Did you experience any difficulty in teaching the lesson?

   a._____Yes

   b._____No

   c. If yes, please indicate why?_________________________

7. What topics did you cover? (check the ones used)

   _____Impulse buying

   _____Poor sales resistance

   _____Shopping daily

   _____Do it yourselves

   _____Prices of orange juice

   _____Multiple pricing

   _____Name brands versus store brands

   _____Other, specify________________________________

8. What else do you wish had been covered in the training school for this particular lesson?

   ____

9. How do you feel about this teaching experience?

   a._____Satisfied

   b._____Partially satisfied

   c._____Unsatisfied

   d. Indicate why you feel as you do?_____________________

APPENDIX F

GENERAL REPORT FORM ON TEACHING

Post-teaching Information
from
Family Service Aide

(To be filled out by working pairs)

Name of Family Service Aide______________________________

Name of Family Service Aide______________________________

1. How have you dealt with maintaining attendance?

____

____

2. How have you dealt with the women's coming on time?

____

____

3. How have you operated the transportation of women to meetings?

____

____

4. What is your opinion of the contribution of resource people (be as specific as possible)?

____

____

5. What methods of conducting the classes have you used? (check those that apply)

1)_____Talked to participants primarily

2)_____Used discussion primarily

3)_____Used discussion and talked to about equally

4)_____Used illustrative materials--charts, posters

5)_____Used demonstrations of how-to-do-it

6)_____Read or discussed bulletins and leaflets

7)_____Other (write in)____________________________

____

APPENDIX G

PRE- AND POST-TEST RESULTS FOR ALL TAKING EACH TEST

Table 1

Number and Percentage Distribution Of All Participants Taking Tests According to Percentage Scores on Pre- and Post-tests

Score	Pre-test		Post-test	
on test	Number	Percent	Number	Percent
0-9	1	2	0	0
10-19	0	0	0	0
20-29	0	0	0	0
30-39	2	3	0	0
40-49	3	5	1	2
50-59	12	20	1	2
60-69	10	17	5	11
70-79	23	38	11	25
80-89	9	15	17	38
90-99	0	0	10	22
100	0	0	0	0
Total	60	100	45	100
Mean	66.9		80.8	

P for t of mean difference $<.001$

The mean difference was tested by the following formula:

$$t = \frac{M_1 - M_2}{\sqrt{s^2\left(\frac{N_1+N_2}{N_1N_2}\right)}}$$

APPENDIX H

TEST ITEMS CHANGING MORE THAN ONE BUT NOT SIGNIFICANTLY

Test Items Showing No Significant Change on Number of Participants Giving Correct Answer from Pre- to Post-test But Having a Change of More Than One

No. of item in test	Item	Number and percent giving correct answer				Differences between tests		Probability of difference occurring by chance (one-tail)[1]
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
2.	Whether or not child-rearing authorities advise against punishing children physically (N=15)[2]	9	60	7	47	-2	-13	<.40
5.	The best guide for selecting toys for pre-school children (N=15)	12	80	14	93	2	13	<.35
6.	The place to store small quantities of potatoes and onions (N=25)	16	64	20	80	4	16	<.10
8.	What the label on manufactured garments must state (N=22)	16	73	19	86	3	13	<.25
13.	What determines the amount of detergent to use (N=23)	17	74	20	87	3	13	<.15
17a.	The three basic ways to sort clothes for laundering (N=23) fabric	5	22	9	39	4	17	<.15
17b.	The three basic ways to sort clothes for laundering (N=23) color	21	91	23	100	2	9	<.25
18.	Whether or not a large number of accessories in a room add to its attractiveness (N=25)	17	68	21	84	4	16	<.15

---

[1] For formula used for testing this see page 52.

[2] The N's for these items vary because for each individual only those test items relating to the classes which she attended were used.

No. of item in test	Item	Number and percent giving correct answer				Differences between tests		Probability of difference occurring by chance (one-tail)
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
21.	Whether or not all brands of bleach are alike (N=23)	20	87	22	96	2	9	<.35
23.	What kind of flour is used to bake cakes (N=23)	20	87	18	78	-2	-9	<.35
24.	Whether or not clothes for children should be purchased according to age not size (N=22)	19	86	17	77	-2	-9	<.35
25.	The best time to add bleach when bleaching clothes (N=23)	16	70	19	83	3	13	<.25
26.	Which color makes an object appear small (N=25)	14	56	18	72	4	16	<.25
27.	The item that should not be stored in cardboard boxes (N=25)	21	84	24	96	3	12	<.15
31.	The piece of kitchen equipment near which kitchen utensils should be stored (N=25)	17	68	22	88	5	20	<.10
32.	The form of cheese that is least expensive (N=24)	15	62	19	79	4	17	<.15
34a.	Three criteria for a good toy (N=15) can use it several ways	9	60	11	73	2	13	<.40
34c.	Three criteria for a good toy (N=15) help teach something	13	87	15	100	2	13	<.25
35.	Whether or not accessories should repeat the colors one has used in room (N=25)	18	72	20	80	2	8	<.35

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No. of item in test	Item	Number and percent giving correct answer				Differences between tests		Probability of difference occurring by chance (one-tail)
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
39b.	The three aspects any color has (N=25) intensity	7	28	11	44	4	16	<.15
39c.	The three aspects any color has (N=25) value	2	8	6	24	4	16	<.15
41.	The nutrient in which peanut butter is rich (N=23)	10	43	15	65	5	22	<.10
46.	Whether or not money can be saved at the supermarket if adequate time is allowed (N=24)	18	75	22	92	4	17	<.10
50.	Whether usually stores brands are less expensive than name brands (N=24)	16	67	20	83	4	16	<.15
54.	Whether or not housewife can save money by cutting up own chicken (N=24)	21	88	24	100	3	12	<.15
56.	Whether or not a pre-school child may not mind because he feels he is being bossed (N=15)	12	80	14	93	2	13	<.25
57.	What is a good source of iron (N=23)	16	70	20	87	4	17	<.15
61.	For what the best storage space should be used (N=25)	4	16	9	36	5	20	<.10
62.	Whether 4 cans of peas for $1.00 is a better buy than 2 cans for $.50 (N=24)	19	79	23	96	4	17	<.10
66.	The varieties dried split peas come in (N=23)	19	83	21	91	2	8	<.25
67.	Whether or not children's clothes should have loose sleeves (N=22)	17	77	19	86	2	9	<.35
68c.	The three items recommended for removing grease stains (N=23) Renuzit	13	57	17	74	4	17	<.15